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| **Date of planning** **:** …/… / 2022  **Date of teaching :** …/… / 2022  **WEEK : 1** | **Period 1** : **INTRODUCTION** |

**INSTRUCTIONS FOR USING TEXTBOOKS, STUDYING MATERIALS**

**I. OBJECTIVES: By the end of the lesson students will be able to gain the following things:**

**1. Knowledge:**

- To introduce new Tieng Anh 7 textbooks. Student’s book and Workbook

- Tell students something about Great Britain; England and English. Students learn how to study English well and know the way to learn English.

\*Vocabulary: Use lexical items related to text book, and the way to learn English in class; at home... some classroom languages.

\* Grammar : to be; present simple tense; present continuous…

**2. Competence:** Students will be able to know how to study English effectively and how to use new Tieng Anh 7 textbooks and know the methods to study new Tieng Anh 7 textbooks.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities

**3.Qualities:** To teach Ss the love of English; The awareness about importance of learning English. Developing self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....

- Students : Text books, studying equipment….

- Computer connected to the Internet.

- Sach mem.vn

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION ( 3’- 5’)** | |
| **Aims:**  **- To create a friendly and atmosphere in the class before the lesson;**  **- To give T and Ss a chance to introduce themselves;**  **- To lead into the unit**  **\* Content:** Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation:** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Chatting**  - Teacher (T) introduces himself/ herself  - T may introduce some warm-up activities to creat a friendly and relaxed atmosphere to inspire Ss to warm up to the new class…  - Have Ss to introduce themselves.  - T encourages Ss to talk in English as much as possible  + Lead to the first unit of the new school year.  - Write the unit title on the board and ask Ss guest what they are going to learn this unit …  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Chatting.** **T\_Ss**  - Students (Ss) listen and learn how to introduce themselves.  - Introduce themselves (name; age; address; likes; dislikes ….friends… )  + Students (Ss) listen and learn how to do the tasks.  - Answer the teacher’s questions  - Open their book and write . |
| **2. NEW LESSON (12’-15’)** | |
| **ACTIVITY 1+ 2:**  **Aims: - To set the context for the introductory;**  **- To introduce the topic of the unit, the vocabulary, and the grammar points to be learned**.  **\* Content:** Some brief notes; Something about England, English . Introduce New Tieng Anh 7  **\* Outcome:** Ss learn something about England, English; Learn how to use New Tieng Anh 7  **\* Organisation:** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **1.** T. asks sts some questions about England.  - What do you know about England?  - T. gives sts something about England and English.  - It located in North-west coast of Europe with very mild weather not too hot but not too cold.  - It consists of four parts: England, Wales, Scotland and Ireland.  - It’s official name is the UK  - Each part has its own flag of UK.  **2. English:**  - How many people speak English as their mother tongue?  - How many people speak English as their first language?  - How many people speak English as their second language or first foreign language?  - Why do you learn English?  - Is it important? Difficult? Useful? Interesting?  => It’s very important, useful, interesting. It is the means of communication to one another.  3/ New English 7 text book:  - How many units are there in English 6 text book?  - What are they about?  There are 12 main units in the Student's Book. Each unit has seven sections and provides language input for seven classroom lessons of 45 minutes each...At the beginning of each unit, there are explicit learning objectives that clearly state the main language points and skills to be taught in the unit.  - Section 1 : GETTING STARTED.  It begins with a conversation followed by activities which introduce the topic of the unit. It then presents the vocabulary and the grammar items to be learned and practised through the skills and activities of the unit.  - Section 2 : A CLOSER LOOK 1 .  This section presents and practises the vocabulary and pronunciation of the unit. The active vocabulary of the unit is given in an interesting and illustrated way so that it is easy for students to memorise. Two sounds, which appear frequently in the unit, are given and practised in isolation and in context. Stress pattern of two-syllable words, three-syllable words, and rising and falling intonation for questions are also dealt with in the last units of the book. There are different exercises focusing on intensive practice of vocabulary and pronunciation.  - Section 3 : A CLOSER LOOK 2 .  This section deals with the main grammar point(s) of the unit. The new language point(s) taught in this section is / are already introduced in Getting Started. The exercises are well illustrated to help students remember and use the grammar items effectively. The Remember! boxes appear wherever necessary to give the rules or explanations and help students avoid common errors.  - Section 4: COMMUNICATION.  This section is designed to help students use functional language in real life contexts and consolidate what they have learnt in the previous sections. It also gives students opportunities to learn and apply the cultural aspects of the language learnt to their lives and provides cultural information about Viet Nam and other countries.  Everyday English in this section gives students the skills to communicate effectively in various everyday situations... | - T\_Ss  - Listen carefully and read aloud.  - Fulfill teacher’s requirements  - Give the answers  - Ss answer if possible  - Listen carefully and read aloud.  - Find out the words related to the topic.  - There are many interesting things of England and you’ll gradually know about them in the progress of learning English.  **2/ Introduction:** English is an international language. Hundreds of million people speak English in the world. 400 million people speak English as their first language, 600 million people speak English as their second language or first foreign language. 4/5 of the world’s computers use program in English. ¾ of all international correspondence is in English.  3/ English 6 has 12 Units.  - T\_Ss  - Each unit has 7 lessons.  - Section 5 : SKILL 1 . READING AND SPEAKING. Reading  This section aims to develop students' reading abilities. The reading text is often based on the vocabulary and structures that students have previously acquired to make the activity achievable..  Speaking  This section aims to provide further practice to support students in their spoken English....  - Section 6 : SKILL 2: LISTENING AND WRITING.  Listening  The listening activity follows the oral practice in the Speaking section. It provides students with an opportunity to listen to the language that they have practised orally, and trains them to listen for general and specific information.  Writing  This section focuses on developing students'writing skills. It normally involves one of the text types required for students' skill development.  - Section 7: LOOKING BACK & PROJECT.  Looking Back recycles the language from the previous sections and links it with the unit topic. Its activities and exercises are designed to help students consolidate and apply what they have learnt in the unit. Teachers can use this section to evaluate their students' performance and provide further practice if necessary.  The Project activity helps students improve their ability to work independently and in a team. It extends their imagination in a field related to the unit topic.  *\* English is not too difficult but it requires you hard working.*  - Ss need learn by heart all vocabulary and their usage.  - Review the lesson everyday.  - Learn English everyday. |
| **3. PRACTICE (15’)** | |
| **ACTIVITY 3**:  **Aims: To help Ss understand the lesson. Class room language**  **\* Content:** Some brief notes; Something about England, English . Classroom language…  **\* Outcome:** Ss learn something about England, English; Classroom languages…  **\* Organisation:** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| 3. How to learn English best?  - Tell us how you learn best?  - Tell us how you can learn English best?  \* Some useful classroom languages:  - Who is the monitor?  - Who is absent today?  - Who is on duty today?  - May I go out?  - May I come in?.......  - How to improve your English :  - Listen to the teacher carefully, learn E. from many sources, always enrich your vocabulary, do exercises carefully, practice speaking, listening, writing, reading everyday. …  - Ss should work hard everyday to improve their English.  “ Hard work is the key to success” | - T\_Ss  - Listen carefully  - Practice saying classroom languages.  - Work in groups; in pairs; present the projects…. |
| **4. PRODUCTION/ FURTHER PRACTICE (8’)** | |
| ACTIVITY 4:  **Aims: To revise / teach classroom languages.**  \* Content: Some brief notes; Something about England, English . Classroom languages…  \* Outcome: Ss know something about England, English; Classroom languages…  \* Organisation: Teacher’s instructions….. | |
| Teacher’s & Student’s activities | Content |
| - T\_Ss  - T gives some questions to introduce the class expressions.  - Have Ss listen and repeat.  - Teacher says “ go out, please”🡪 Go out  - Teacher says “No” 🡪 Don’t go out  - Call on some pairs to practice in front of the class. | - The greetings : - Goodmorning  - Good afternoon  - Good morning  - Good bye ….  - We can say “ May I go out”  - You can say “Stand up, please.  - Listen, please  - Read after me  - Repeat please….. |
| **5. WRAP-UP & HOME WORK (2’)** | |
| \* Instruct/ guide students to do their homework.  - Prepare textbook, workbook, exercise book,  **\* HOME WORK**  - Learn classroom languages.  - Prepare new lesson Unit one ***My hobbies.***  **==============================**   |  |  | | --- | --- | | **Date of planning:…………..**  **Date of teaching:** ………..…  **WEEK: 1** | **UNIT 1: HOBBIES**  **Period 2 : Lesson 1: GETTING STARTED**  ***My favourite hobby*** |   **I. OBJECTIVES:\* By the end of this unit, students will be able to gain the following things:**  - use the words related to hobbies and verbs of liking and disliking to talk about different hobbies;  - pronounce the sounds **/ә/** and **/з:/** correctly.  - use present simple tense;  - talk about likes and dislikes;  - read for specific information about hobby;  - talk about the benefits of hobbies;  - listen for specific information about one’s hobbies;  - write a paragraph about one’s hobby.  **1. Knowledge:**  - To introduce topic of the lesson *Hobbies* . An overview about the topic Hobbies. To practice listening and reading.  **+ Vocabulary:** Use the words related to the topic *Hobbies.* Pronouncing the sounds */****ә****/*and***/з:/***correctly;  *- New words: unusual (adj) ; creativity (n) ; dollhouse (n) ; cardboard (n) ; glue (n) ; making models. horse riding, upstairs, amazing ....*  **+ Grammar:** - Review Present simple tenses  **2. Competence:** Students will be able to practice listening and reading the conversation between Trang and Ann about Hobbies;  - Develop communication skills and creativity.  - Be collaborative and supportive in pair work and teamwork.  - Actively join in class activities.  **3. Qualities:** - Love talking about their hobbies. Having benefits of their hobbies in daily life. Ss have the good attitude to working in groups, individual work, pair work, cooperative learning.  **II. TEACHING AIDS:**  - Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....  - Students : Text books, studying equipment….  - Computer connected to the Internet.  - Sach mem.vn  **III. PROCEDURE:**  **Notes: In each activity, each step will be represented as following:**  *\* Deliver the task.*  *\* Implement the task.*  *\* Discuss.*  *\* Give comments or feedback.*   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **Aims:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new unit**  **\* Content:** Tohave somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  **\* Outcome:** Introducing themselves to make more new friends.  **\* Organisation :** Teacher’s instructions … | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting + Asking question:**  - T may introduce some warm-up activities to create an active atmosphere to inspire Ss to warm up to the subject and new lesson…  *\* Ss answer the question individually.*  *\* T sets the context for the listening and reading text: Write the title on the board My favorite hobby.*  *\* Ask Ss to guess what the conversation might be about.*  - Before open their books, T asks Ss what they like doing for pleasure in their free time. Summarise Ss’s answers and ask them what these activities called.  - Elicit the word “Hobbies”  - Write the unit title on the board *My Hobbies* ..  - Ask Ss to open their book and start the lesson.…. | **+ Greeting + Asking question:**  **- T\_Ss**  - Asking question:  \* T asks Ss about what they like doing for pleasure in their free time.  *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?*  + Students **(Ss)** listen and learn how to do the tasks.  - Answer the teacher’s questions.  - Open their book and write . | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | ACTIVITY 1:  **Aims: - To set the context for the introductory conversation;**  **- To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learned.**  **\* Content:** Learn some new words in context . Read the conversation and find out new words.  **\* Outcome:** Practice readingthe conversation Knowing more new words. Understanding the conversation; topic of the lesson, grammar points…  **\* Organisation :** | | | **Teacher’s Student’s activities** | **Content** | | **1. Listen and read:** /P. 8  +Ask Ss to open their book and start the lesson.  **\*Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher explains the meaning of the new vocabulary by pictures.  + Follow the seven steps of teaching vocab.  + Check vocabulary: R & R  **+ Take note**  +Ask Ss to look at the pictures on page 8-9 and answer the questions below:  *1. Can you guess who they are?*  *2. What can you see in the picture ?*  *3. What hobby do they have? ....*  + T introduces the two characters: Trang and Ann. Explain they are friends. Quickly write Ss’s answers to questions 2-4 on the board.  - Play the recording twice for the Ss to listen and read along.  - Have Ss underline the words that are related to the topic of the units while they are listening and reading.  - Invite some pairs of Ss **to read the conversation aloud.**  **-** Now refer to the quetions 2-4on the board. Confirm the correct answers.  -(*Question 2: a girl with a dollhouse; a dollhouse. And a girl riding a horse.*  *- Question 3: Trang’s hobby is buiding dollhouses and ann’s hobby is horse riding)*  - Have Ss say the words in the text that they are related to the topic *My hobbies*.  - Quickly write the words on one part of the board.  - Comment on Ss’ answer. | **1. Listen and read**./ P. 8  **- T\_Ss**  - Listen carefully to the context  **\* Vocabulary**  **- unusual** (adj) khác thường  **- creativity** (n) sự sáng tạo  **- dollhouse** (n) nhà búp bê  **- cardboard** (n) bia các tông  **- glue** (n) keo dán, hồ  **- making models**. làm mô hình  **- upstairs** (n): ở trên lầu; ở tầng trên  **- amazing** (adj):làm sửng sốt,làm ngạc nhiên  **- horseriding** (n) cưỡi ngựa  - Listen carefully and read aloud. | | **3. PRACTICE ( 15’)** | | | ACTIVITY 2:  **Aim:** **To help Ss understand the conversation.**  **\* Content:** Listen and read the conversation.True/ False activity.  **\* Outcome:** Know more new words. Understanding the conversation; topic of the lesson, vocab.  **\* Organisation :** | | | **Teacher’s Student’s activities** | **Content** | | **2. Read the conversation again and write T (True) or F (False)**  - T asks Ss to ask the sentences and decide if they are true of false without reading conversation again. Allow them to share their answers with a partner before discussing as a class.  - Ss may read the conversation again to confirm their answers before giving T the answers.  - Elicit from Ss. Have them correct the false sentences.  - Write the correct answers on the board. | **2. Read the conversation again and write T (True) or F (False).**  **- T\_Ss . Work independently.**  - Give the answers  **\* Key :**  **1. F** (she made it herself)  **2. T**  **3. T**  **4. T**  **5. F** (Her lesson starts at 8 a.m) | | ACTIVITY 3:  Aim: To introduce some vocabulary items related to hobbies.  **\* Content:** Name the picture, then listen, check and repeat.  **\* Outcome:** Ss understand more the use some vocabulary related to hobbies.  **\* Organisation :** | | | **3. Write the words and phrases from the box under the correct pictures. Then listen, check, and repeat 3.**  - Ask Ss to name the pictures.  - Have Ss work individually to write the words and phrases from the box under the correct pictures.  - Have them compare their answers with a partner. Then ask for Ss' answers. Quickly write their answers on the board without confirming the correct answers.  - Have Ss listen to the recording, check their answers and repeat the words / phrases.  - Ask Ss to look at the answers on the board and say if they are right or wrong.  - Confirm the correct answers.  - Have some Ss practise saying the words and phrases again. | **3.Write the words and phrases from the box under the correct pictures. Then listen, check, and repeat.**  **- T\_ Ss**  - Listen to the instructions clearly  - **Ss to work independently**  - Copy them  **\* Key:**  **1**. making models **2**. horseriding  **3**. collecting coins **4**.Gardening  **5**. building dollhouses  **6**.collecting teddybears. | | ACTIVITY 4:  Aim: To help Ss categories hobbies.  \* Content: To work in pairs. Write the hobbies in the suitable column.  **\* Outcome:** Ss know how to categorize hobbies in the suitable column.  **\* Organisation :** | | | **4.Work in pairs. Write the hobbies from 3 in the suitable columns.**  - Have Ss work in pairs and complete the table.  - Ss work in pairs and complete the table.  - Teacher allows students to share answers before discussing as a class.  - Write their answers on the board.  - Have Ss add more words to the table | **4. Work in pairs. Write the hobbies from 3 in the suitable columns.**  **- Pair work**  **- Ss do themselves**  **\* Suggested answers:**  **- doing things**: horse riding, gardening (others: travelling, skiing, doing yoga, etc.)  **- making things**: making models, building dollhouses (others : painting, making pottery, etc.)  - **collecting things:** collecting coins, collecting teddy bears (others: collecting toys, collecting books, etc.) | | **4. PRODUCTION/ FURTHER PRACTICE ( 8’)** | | | ACTIVITY 5:  Aim: To help Ss practice using the vocabulary items related to hobbies.  **\* Content:** Play game.Ask their classmates which hobbies they like.  **\* Outcome:** Ss can ask and answer the hobbies they like  **\* Organisation :** | | | **Teacher’s Student’s activities** | **Content** | | **5. GAME: Find someone who**  **Work in groups. Ask your classmates which hobbies they like. Use the question : Do you like ..?**  - Set time (3 - 5 minutes) for Ss to do this activity.  - Then ask the classmates around to complete the table, using the questions 'Do you like...?'  The student who completes the table first wins.  - He / She reads aloud the names they have. | **5. GAME: Find someone who**  **Work in groups. Ask your classmates which hobbies they like. Use the question : Do you like ..?** | | **5. WRAP-UP & HOME WORK (2’)** | | | \* Ask one or two Ss to tell the class what they have learnt.  - Ask Ss to say aloud some words they remember from the lesson.  **\* HOME WORK**  - Read again the conversation on page 8.  - Do more exercises in workbook.  - If there is a projector in the classroom, then T should show the conversation and highlight the key words related to the topic. It would be helpful if T also highlights in the conversation the present simple tense and the words with the sounds /**ә**/and **/з:/**, and tells Ss that they will learn these language points in the upcoming lessons.  **=========================** | |  |  |  | | --- | --- | | **Date of planning**:…/……/2022  **Date of teaching:** ………..…  **WEEK: 1** | **Period 3 : UNIT 1 : HOBBIES**  **Lesson 2 : A CLOSER LOOK - 1** |   **I. OBJECTIVE: By the end of this lesson, students will be able to gain the following things :**  **1. Knowledge:**  - To introduce topic of the lesson *My hobbies.*. To teach some new words .  **+ Vocabulary:** Using the words related to hobbies ;Verbs of liking and disliking  **+** *Coins, judo, jogging, yoga ; making models;*  *- Do judo, yoga (karate, exercise...); Go jogging, swimming (camping, cycling..); Collect dolls, coins (books, watches, pencils ....)*  + Pronunciation: Correctly pronounce words that contain the sounds **/ə/** and **/ɜ:/**  **+ Grammar:** - The use of **like, love, enjoy, hate + V-ing;** talking about likes and dislikes.  **2. Competence:** Students will be able to learn how to use some new words. Know how to use some action verbs go with Nouns to describe hobbies. Ss may add more nouns that can go with  these action verbs.  - Develop communication skills and creativity  - Be collaborative and supportive in pair work and teamwork  - Actively join in class activities  **3. Qualities:** Love talking about their hobbies; having benefits of their hobbies in daily life.  - Develop self-study skills.  **II. TEACHING AIDS:**  - Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....  - Students : Text books, studying equipment….  - Computer connected to the Internet.  - Sach mem.vn  **III. PROCEDURE:**  **Notes:**  **In each activity, each step will be represented as following:**  *\* Deliver the task.*  *\* Implement the task.*  *\* Discuss.*  *\* Give comments or feedback.*   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION (5’)** | | | **Aim: Vocabulary**  **- To create an active atmosphere in the class before the lesson**  **- To lead into the new lesson.**  **\* Content:** Review the previous lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | | | **Teacher’s & Student’s activities** | **Content** | | **+ Greeting**  **+ Asking questions:**  \* Some students are invited to answer.  \* Teacher and students discuss the answers.  \* Teacher introduces the lesson.  - Show some pictures of the hobbies Ss learnt in the previous lesson. Have some say the hobbies. Lead to this lesson which focuses on action verbs, verbs of liking and disliking and the sounds /ә/and /з:/.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Asking questions:**  \* Teacher asks students some questions about the hobbies:  *1. What is your favorite hobby?*  *2. When did you start your hobby?*  **- T\_ Ss**  - Students **(Ss)** listen and learn how to do.  - Open their book and write . | | **2. PRESENTATION/ NEW LESSON (12’)** | | | ACTIVITY 1:  **- Aim : To present some action verbs go with nouns to describe hobbies.**  **\* Content:** Teach some new words, some action verbs go with nouns.  **\* Outcome:** Ss learn how to use them . Put them in the columns correctly.  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **1. Complete the word webs below with the words from the box.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Teacher may introduce the vocabulary by:   * providing explanations of the words; * showing picture illustrating the word.   + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary: R&R  - Teacher checks students’ understanding with the *“Rub out and remember”* technique.  **+ Take note**  - Have Ss read the action verbs and match them with the suitable words. Remind them that a verb can go with more than one word.  - Have Ss work in pairs to compare their answers before they give T the answers.  - Check and confirm the correct answers. Then have Ss add more words that can go with these action verbs.  - Have Ss read the **Remember!** box. Ask them to make some examples with the verbs of liking and disliking.  - Check the answers as a class.  **\*\* Remember**  - Common verbs of liking and disliking are like, love, enjoy, and hate (not like). We often use the –ing form after these verbs.  Example:- I like **gardening**.  - She hates **watching** TV. | **1. Complete the word webs below with the words from the box.**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **\* Vocabulary**  **- coins** (n) tiền xu (tiền kim loại)  **- judo** (n) môn võ Judo  **- jogging** (n) chạy bộ thể dục  **- yoga** (n) Sự tập luyện dô-ga  **Key :**  **Suggested answer:**  **- go:** jogging, swimming (others: go camping, go fishing, go cycling, etc.)  **- do**: judo, yoga (others: do karate, do exercise, do sit-ups, etc.)  **- collect:** dolls, coins (others: collect books, collect watches, collect pencils, etc.) | | **3. PRACTICE (15’)** | | | ACTIVITY 2:  Aim: To help Ss practise the verbs of liking / disliking and action verbs  **\* Content:** Complete the sentences, using the - ing form.  **\* Outcome:** Ss can learm how to use verbs of liking and disliking.  **\* Organisation :** | | | **Teacher’s Student’s activities** | **Content** | | **2. Complete the sentences, using the –ing form of the verbs from the box.**  - Have Ss do this activity individually. Have Ss read all the sentences carefully to make sure they understand the sentences.  - Let them share their answers in pairs. Invite some Ss to give the answers.  - Write the correct answers on the board. | **2. Complete the sentences, using the –ing form of the verbs from the box.**  - Listen carefully and learn how to do.  - Give the answer  **\* Key*:***  **1.** collecting **2**. going  **3**. playing **4**. making **5**. doing | | ACTIVITY 3:  **Aim: To give further practice with verbs of liking / disliking.**  **\* Content:** Making sentences using the pictures and verbs of liking or dislikng.  **\* Outcome:** Ss can make sentences correctly, using the pictures.  **\* Organisation :** | | | **3. Look at the pictures and say the sentences. Use suitable verbs of liking or disliking and the –ing form.**  - Have Ss look at the pictures in this exercise and say what the person / people is / are doing in each picture.  - Ask them what the face in each picture means. (A sad face means **‘don't like’** and a happy face means **'do like'**.) Ask Ss to look at the example to make sure they understand what to do.  - Ask Ss to work in pairs to make sentences.  - Invite Ss to share their answers. Confirm the correct answers.  - This activity can also be organised as a competitive game. Have pairs write down the sentences. The pair that finishes first with the most correct answers wins.  - If there is time, invite some Ss to make sentences about what they like or dislike doing.  - T and other Ss give comments. | **3. Look at the pictures and say the sentences. Use suitable verbs of liking or disliking and the –ing form.**  - Ss to **work individually first**  - Ss do themselves.  - Copy them  **\* Key:**  **1**. He hates / doesn't like doing judo.  **2**. They like / love / enjoy playing football.  **3**. They love / like / enjoy gardening.  **4.** They enjoy / like / love collecting stamps.  **5.** She hates / doesn't like riding a horse / horse riding | | **II. PRONUNCIATION: (10’)**  **/ә/and /з:/**  ACTIVITY 4  **Aims:- To help Ss identify how to pronounce the sounds /ә/and /з:/**  **- To help Ss practise pronouncing these sounds in words.**  **\* Content:** Listen and repeat , pay attention to the sounds **/ә/**and **/з:/**  **\* Outcome:** Ss can learn how to pronounce the sounds **/ә/**and **/з:/** correctly.  **\* Organisation :** | | | **Teacher’s Student’s activities** | **Content** | | **4. Listen and repeat. Pay attention to the sounds /ә/and /з:/**  - Have some Ss read out the words first. Then play the recording for them to listen and repeat the words they hear.  - Ask them to pay close attention to the two sounds.  - Play the recording as many times as necessary.  - Explain to Ss the difference between the two sounds if needed.  - Tell Ss that **/ә/** is the same sound while **/з:/**  sounds like it has a soft **/r/** in it.  - Invite some Ss to say some words they know that include the two sounds. | **4. Listen and repeat. Pay attention to the sounds /ә/and /з:/**  - Listen carefully  - Listen and repeat | | **4. FURTHER PRACTICE (8’)** | | | ACTIVITY 5:  **Aim: To help Ss pronounce the sounds /a/ and /3:/ correctly in sentences.**  **\* Content:** Pratice saying the words pay attention to the underlined parts  **\* Outcome:** Ss learn how to pronounce the words , the underlined parts correctly.  **\* Organisation :** Teacher’s instructions… | | | **5. Listen to the sentences and pay attention to the underlined parts. Tick (**✓**) the appropriate sounds. Practise the sentences**  - Have Ss quickly read the sentences.  - Now play the recording for Ss to listen to the sentences.  - Ask them to pay attention to the underlined parts and tick the appropriate sounds.  - Invite some Ss to share their answers.  - Confirm the correct ones.  - Play the recording again for Ss to repeat the sentences.  - Have Ss practise the sentences in pairs.  - Invite some pairs to read the sentences aloud.  - Comment on their pronunciation of the sounds | **5. Listen to the sentences and pay attention to the underlined parts. Tick (**✓**) the appropriate sounds. Practise the sentences**  **- T\_ Ss**  ***Answer key:***   |  |  |  | | --- | --- | --- | |  | **/ə/** | **/ɜ:/** | | **1.** My hobby is collecting dolls. | ✔ |  | | **2.** I go jogging every Thursday. |  | ✔ | | **3.** My cousin likes getting up early. |  | ✔ | | **4.** My best friend has thirty pens. |  | ✔ | | **5.** Nam enjoys playing the violin. | ✔ |  |   **\* Key :**  \* **Audio script - Track 5:**  **1**. My hobby is c**o**llecting dolls.  **2**. I go jogging every Th**u**rsday.  **3**. My cousin likes getting up **ea**rly.  **4**. My best friend has th**ir**ty pens.  **5**. Nam enjoys playing the vi**o**lin. | | **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to summarise what they have learnt in the lesson.  - Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do  **\* HOME WORK**  - Do more exercises in workbook.  - Prepare new lesson. A CLOSER LOOK - 2/ P. 11-12  **=======================================** | |  |  |  | | --- | --- | | **Date of planning**:…/....../ 2022  **Date of teaching:** ………..…  **WEEK: 2** | **Period 4 : UNIT 1 : HOBBIES**  **Lesson 3 : A CLOSER LOOK -2** |   **I. OBJECTIVE: By the end of this lesson, students will be able to gain the following things :**  **1. Knowledge:**  - To revise and teach present simple.  - To introduce topic of the lesson *My hobbies.*. To teach some new words .  **+ Vocabulary:** Using the words related to hobbies.  **+ Grammar:** The form and use of present simple.  - The use of the verbs of liking: **like, love, enjoy, hate + V-ing;** talking about likes and dislikes.  **2. Competence:** Students will be able to revise and learn how to use and form present simple tense. Further practice with present simple tense.  - Develop communication skills  - Be collaborative and supportive in pair work and team work  - Actively join in class activities  **3. Qualities:** Having benefits of their hobbies in daily life.  - Be encouraged to know more about their classmate’s hobbies  - Develop self-study skills  **II. TEACHING AIDS:**  - Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....  - Students : Text books, studying equipment….  - Computer connected to the Internet.  - Sach mem.vn  **III. PROCEDURE:**  **Notes:**  **In each activity, each step will be represented as following:**  *\* Deliver the task.*  *\* Implement the task.*  *\* Discuss.*  *\* Give comments or feedback.*   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION (5’)** | | | **Aims:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.**  **\* Content:** Review the previous lesson or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | | | **Teacher’s & Student’s activities** | **Content** | | **+ Greeting**  **+ Game: Guessing game**  - T divides the class into 4 teams.  - T calls on a S from each team to go to the board in turn. That S thinks of a hobby and says the keywords out loud.  The other teams try to guess What the hobby is. They will get 1 point for each correct answer. The team with the most points is the winner.  - Teacher and students discuss as a class.  - Teacher asks students to say the words aloud and makes sure they pronounce the words correctly. Teacher can ask for translation to check their understanding.  - Invite some Ss to answer the questions.  - Ask them if they know the verb tense used in the questions and in their answers (they already learnt this tense in **grade 6**). Confirm that the present simple tense is used in both the questions and answers. Lead to the lesson.  - Introduce the three objectives of the lesson. Write the objectives in the left corner of the board.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Game: Guessing game**  **- T\_ Ss**  - Students **(Ss)** listen and learn how to do.  ***Example:***  A: water, grow, flowers, vegetable.  B: Is it gardening?  A: Yes, it is.  - Open their book and write . | | **2. PRESENTATION/ NEW LESSON (12’)** | | | ACTIVITY 1:  **Aim: To help Ss identify and remember the uses of the present simple.**  **\* Content:** Form and use the use of present simple .  **\* Outcome:** Ss can how to form and use the use of present simple .  **\* Organisation :** Teacher’s instructions…  **Grammar: The present simple.**  - Revise the form of the present simple because Ss learnt this grammar point in Grade 6.  - Ask if Ss still remember the form of the present simple  - Invite some Ss to describe the form. Write their answers on the board. Confirm the correct answer.  **FORM:**  **(+)** **S + V/Vs/ V-es (-)** **S + don't/doesn't + l/-inf (?)** **Do/Does + S + V-inf**  - Show each of the examples in the Remember! box on the slide or have Ss read the examples in the book. Highlight the present simple form. Explain each use.  - Have Ss read the **Remember**! box in the book again to help them understand better the uses of the present simple.  - Ask Ss what signal words help them identify the verb tense. Elicit answers from Ss. (Signal words are: adverbs of frequency and verbs such as start, etc.)  **REMEBER:**   * **We use the present simple for:**   – *something that is a general truth.*  Example: The sun **rises** every morning.  – *something that happens regularly in the present.*  Example: She **goes** swimming three times a week.  – *timetables or programmes.*  **Example:** The cooking lesson **starts** at 9 a.m. | | | **Teacher’s & Student’s activities** | **Content** | | **1. Match the sentences (1 – 5) to the correct uses (a – c).**  - Ask Ss to do the exercise individually and then check their answers in pairs.  - Invite some Ss to share their answers.  - Confirm the correct answers. | **1. Match the sentences (1 – 5) to the correct uses (a – c).**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **\* Key*:***  **1.b 2.a**  **3.c 4.a 5.b** | | **3. PRACTICE (18’)** | | | ACTIVITY 2:  **Aim: To help Ss practise the correct form of the present simple**  **\* Content:** Complete the sentences, using present simple tense of the verbs.  **\* Outcome:** Ss understand more using present simple . Complete the sentences correctly.  **\* Organisation :** | | | **Teacher’s Student’s activities** | **Content** | | **2. Complete the sentences. Use the present simple form of the verbs.**  - Have Ss do this exercise individually and then compare their answers with a partner.  - Ask some Ss to write their answers on the board.  - Check the answers with the whole class. Ask Ss to explain the use of the tense in each sentence.  - Confirm the correct answers.  - Checks Ss' answers as a class. | **2. Complete the sentences. Use the present simple form of the verbs.**  **- T\_ Ss**  - Listen carefully and learn how to do.  - **Ss work individually**  - Give the answers  **\* Key*:***  **1**. build **2**. does... do **3**. have  **4**. doesn't like **5**. Does ... start | | ACTIVITY 3:  **Aim: To give further practice with the present simple.**  **\* Content:** Do the filling with the correct form of the verbs in brackets.  **\* Outcome:** Ss can do exercises correctly. Further practice with the **present simple.**  **\* Organisation :** | | | **3. Fill in each blank with the correct form of the verb in brackets.**  - Have Ss do this exercise in pairs and then compare the answers with another pair.  - Ask some Ss to write their answers on the board.  - Check the answers with the whole class.  - Ask Ss to explain the use of the tense in each sentence.  - Confirm the correct answers. | **3. Fill in each blank with the correct form of the verb in brackets.**  **- Ss to work individually**  - Ss do themselves.  **Keys:**  **1.** enjoys **2.** spends  **3.** don't like / do not like  **4.** go **5.** begins  **6.** don't enjoy / do not enjoy | | ACTIVITY 4:  **Aim: To give further practice with the present simple.**  **\* Content:** Write complete sentences, using the words given.  **\* Outcome:** Ss can make sentences correctly. Ss may change the words or add some.  **\* Organisation :** | | | **Teacher’s Student’s activities** | **Content** | | **4. Write complete sentences, using the given words and phrases. You may have to change the words or add some.**  - Have Ss work in groups to write the sentences.  - Give each group a large-size sheet of paper to write.  - Have groups crosscheck.  - Stick some sheets on the board.  - Comment and confirm the correct answers.  - Check the answers as a class. | **4. Write complete sentences, using the given words and phrases. You may have to change the words or add some.**  **- T\_ Ss**  - Do the tasks and share the answers.  **Key:**  **1** .The sun **sets** in the west every evening.  **2**. **Do**Trang and Minh **play** basketball every day after school?  **3**. The flight from Ho Chi Minh City **doesn't arrive** at 10:30.  **4**. Our science teacher **starts** our lessons at 1 p.m. on Fridays.  **5**. **Do** you **make** models at the weekend / at weekends? | | **4. FURTHER PRACTICE ( 8’)** | | | ACTIVITY 5:  **Aim: To help Ss make sentences with the present simple.**  **\* Content:** Play game: **Sentence Race**  **\* Outcome:** Further practice using the present simple.  **\* Organisation :** | | | **5. GAME. Sentence race.**  - Divide Ss into groups. Assign a group leader.  - Write a verb on the board and have Ss make a sentence with the verb, using the present simple form.  - The group leader records his / her group's points.  Invite group leaders to read aloud the sentences.  - Comment and announce the winners.  **Note:** For stronger students, have groups write as many sentences with the present simple as possible. Then ask groups to cross check.  - Ask groups to share their sentences with the class.  - Check and comment. | **5. GAME. Sentence race.**  **- T\_ Ss.**  **- Group works**  **+ T: get up**  **- I usually get up at 6 o’clock.**  **- My sister gets up at 6.30.....**  **+ T : rise**  **- The Sun rises in the east and sets in the West...**  **..................** | | **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to summarise what they have learnt in the lesson. Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.  **\*HOME WORK**  - Brainstorm some interesting and easy-to-do hobbies.  - Do more exercises in workbook.  - Prepare new lesson. COMMUNICATION.  **======================** | |  |  |  | | --- | --- | | **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK: 2** | **Period 5 : UNIT 1 : HOBBIES**  **Lesson 4 : COMMUNICATION** |   **I. OBJECTIVE:By the end of this lesson, students will be able to gain the following things :**  **1. Knowledge:**  - Use the lexical items related to the topic Hobbies  - Talk about likes and dislikes  - Ask and answer about hobbies.  **+ Vocabulary:** - Use the lexical items related to the topic Hobbies  **+ Grammar:** The form and use of present simple.(Review)  - The use of the verbs of liking: **like, love, enjoy, hate + V-ing;** talking about likes and dislikes.  **2. Competence:** Students will be able to revise and learn how to use and form present simple tense. Talking about likes and dislikes.  - Develop creativity and communication skills  - Actively join in class activities  **3. Qualities:** Having benefits of their hobbies in daily life. Ss have the good attitude to working in groups, individual work, pair work, cooperative learning.  **II. TEACHING AIDS:**  - Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....  - Students : Text books, studying equipment….  - Computer connected to the Internet.  - Sach mem.vn  **III. PROCEDURE:**  **Notes:**  **In each activity, each step will be represented as following:**  *\* Deliver the task.*  *\* Implement the task.*  *\* Discuss.*  *\* Give comments or feedback.*   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION (3’-5’)** | | | **Everyday English Talking about likes and dislikes**  **Aims:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.**  **\* Content:** Review the previous leson or have somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | | | **Teacher’s & Student’s activities** | **Content** | | **+ Greeting // + Revision**  - Teacher **(T)** asks Ss some questions about them and class.  - Show some pictures of the hobbies that Ss learnt in the previous lessons.  - Ask some Ss to make sentences about themselves, using the **verbs of liking / disliking.**  - Introduce the objectives of the lesson: learning how to talk about likes / dislikes and about their hobbies  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting// + Revision**  **- T\_ Ss**  - Students **(Ss)** listen and learn how to do.  - Open their book and write . | | **2. PRESENTATION/ NEW LESSON (12’)** | | | ACTIVITY 1+ 2:  **Aims:**  **- To introduce ways of talking about likes and dislikes in English;**  **- To help Ss practise talking about likes and dislikes.**  **\* Content:** To listen and read the conversation .Asking and answering questions about what they like and don’t like doing.  **\* Outcome:** Ss can ask and answer questions about what they like and don’t like doing...  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **1. Listen and read the dialogue below. Pay attention to the questions and answers.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....) if have  **1./ P. 13**  - Play the recording for Ss to listen and read the dialogue between Mi and Ann at the same time.  - Ask Ss to pay attention to the questions and answers. Have Ss practise the dialogue in pairs. - Call on some pairs to perform the dialogue in front of the class.  - Tell Ss that they can use other verbs they learn in A Closer Look 1 to talk about likes and dislikes.  - Give some examples with these verbs. Model asking and answering with a student.  **Example:**  **Teacher:** Do you love running?  **Student:** Yes, very much. I usually run in the park at weekends.  **Audio script - Track 6:**  **Mi:** Do you like reading books?  **Ann:** Yes, very much, especially books about science.  **Mi:** What about painting? Do you like it?  **Ann:** No, I don't. I'm not that interested in art.  **2. Work in pairs. Ask and answer questions about what you like and don’t like doing.**  - Ask Ss to work in pairs to make similar dialogues, using different verbs to show likes and dislikes.  - Move around to observe and provide help. Call on some pairs to perform in front of the class.  - Comment on their performance. | **1. Listen and read the dialogue below. Pay attention to the questions and answers.**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  We often use the – ing form after verbs of liking and not liking.  Example: I like going to the cinema.  She hates cleaning the floors.  - Answer the teacher’s questions.  - Make similar dialogues, using different verbs to show likes and dislikes. | | **3. PRACTICE (18’)** | | | ACTIVITY 3:  **All about your hobbies**  **Aim: To provide practice with answering about Ss' hobbies.**  **\* Content:** Question and Answer. Do the fillings  **\* Outcome:** Ss can ask answer the questions . Filling in column A with correct answer.  **\* Organisation :** | | | **Teacher’s Student’s activities** | **Content** | | **3. Answer the questions. Fill in column A with your answers.**  - Ask Ss to read and answer the questions. Have them note down their answers in column A of the table.  - Remind them to use the correct form of the verbs.  - Invite some Ss to share their answers. | **3. Answer the questions. Fill in column A with your answers.**  **- Work in pairs** to do this activity    - Ss work in pairs . | | ACTIVITY 4:  **Aim: To provide practice with asking and answering about hobbies.**  **\* Content:** Ask and answer questions about the things they like/ don’t like.  **\* Outcome:** Ss can answer the questions correctly and fill in column B.  **\* Organisation :** | | | **4. Now interview your friend, using the questions in 3. Write his / her answers in column B.**  - Have Ss work in pairs to ask and answer the questions in 3.  - Ask them to note down their partner's answers in column B of the table in 3. | **4. Now interview your friend, using the questions in 3. Write his / her answers in column B.**  **- Ss\_ Ss**  - Listen to the instructions clearly  - Do the interview.  - Copy them | | **4. FURTHER PRACTICE (8’)** | | | ACTIVITY 5:  **Aim: To provide practice with comparing answers and giving a presentation about hobbies.**  **\* Content:** Further practice talking about their hobbies  **\* Outcome:** ToImprove speaking skills. Talking about their hobbies.  **\* Organisation :** | | | **Teacher’s Student’s activities** | **Content** | | **5. Compare your answers with your friend’s. Then present them to the class.**  - Ask Ss to read the example to understand how to report the answers.  - Have them underline the words that can be used to make comparisons in the example (but, too).  - Introduce some other ways to express.  comparison, such as: **both** (*we both have one hour of free time every day)*; **more** (*I have more free time than her); etc.*  - Ask Ss to work in pairs again to compare the answers and prepare a short presentation.  - Invite some Ss to present their work.  - Comment on their answers. | **5. Compare your answers with your friend’s. Then present them to the class**  **- T\_ Ss**  - Listen carefully  - Work in pairs. Check the answers.  **Example**:  *I have one hour of free time a day, but my friend Lan has only about 30 minutes. I like listening to music every day, and Lan likes it too. I don’t like exercising, but Lan does...* | | **5. WRAP-UP & HOME WORK ( 2’)**  \* Ask Ss to summarise what they have learnt in the lesson. Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.  **\* HOME WORK**  - Practice talking about hobbies.  - Do more exercises in workbook.  - Prepare new lesson. SKIILS-1/ P.14  **================================** | |  |  |  | | --- | --- | | **Date of planning**:…/…/ 2022  **Date of teaching:** ………..…  **WEEK: 2** | **Peroid 6 : UNIT 1 : HOBBIES**  **Lesson 5 : SKILLS 1 / Reading and Speaking** |   **I. OBJECTIVES:By the end of this lesson, students will be able to gain the following things:**  **1. Knowledge:**  - To develop Reading and Speaking skills. The skills of guessing the meaning of new words;  **+ Vocabulary:** Using the words related to hobbies  **+ Grammar:** (Review) present simple.  - The use of the verbs of liking: **like, love, enjoy, hate + V-ing;** talking about likes and dislikes.  **2. Competence:** Students will be able to practice reading and speaking skills. Talking about the benefits of the hobbies.  - Develop communication skills and creativity  - Develop presentation skill  - Actively join in class activities. Present their benefits of hobbies.  **3. Qualities:** Having benefits of their hobbies in daily life.  - Understand more about their preference of different types of hobbies  - Develop self-study skills  **II. TEACHING AIDS:**  - Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....  - Students : Text books, studying equipment….  - Computer connected to the Internet.  - Sach mem.vn.  **III. PROCEDURE:**  **Notes:**  **In each activity, each step will be represented as following:**  *\* Deliver the task.*  *\* Implement the task.*  *\* Discuss.*  *\* Give comments or feedback.*   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION( 3’- 5’)** | | | **Aim: Pre – reading**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.**  **\* Content:** Review the previous leson or have somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | | | **Teacher’s activities** | **Student’s activities** | | **+ Greeting**  **+ Do the revision.** - T introduces the objectives of the lesson and asks Ss to **list out as many hobbies** as possible within 1 minute.  - Ss work in groups to brainstorm hobbies.  - Which teams can list out more correct answers wins.  - T confirms answers as a class.  \* Ask some Ss what their hobbies are and who in the family they share their hobbies with.  - Ask them about the good things of sharing a hobby with a family member. Elicit answers from Ss.  - Lead to the new lesson: Reading and Speaking lesson about hobbies and their benefits.  - Introduce the objectives of the lesson. | **+ Greeting**  **+ Brainstorming**  **- T\_ Ss**  - Students(Ss)listen and answer the teacher’s or friend’s questions  **1. Work in pairs. Look at the picture and discuss the questions below.**  Gehören Hobbies und Interessen in den Lebenslauf? | Blog 📄  myLebenslauf.online | Lebenslauf Tipps und Tricks    - Open their book and write the tittle of the lesson . | | **2. PRESENTATION/ NEW LESSON (12’)** | | | ACTIVITY 1: **Pre- reading**  **Aim: To activate Ss' knowledge of the topic of the reading text.**  **\* Content:** Look at the picture and discuss about it.  **\* Outcome:** Ss learn more some new words and answering two questions.  **\* Organisation :** Teacher’s instructions… | | | **Teacher’s & Student’s activities** | **Content** | | **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Teacher may introduce the vocabulary by:   * - providing explanations of the words; * - showing picture illustrating the word.   + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary.  - Have Ss look at the picture in the book or show the picture in the book on a slide. Ask Ss who they see in the picture and what they are doing.  - Have Ss work in pairs to discuss the two questions.  - Invite some Ss to share their answers.  - Tell Ss that they are going to read a text about gardening. | **2. Read the text about gardening. Match each word in column A with its definition in column B.**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **\* Vocabulary**  **- gardening** (v, n) làm vườn  **+ belong to** (v) thuộc về  **- insect (n)** côn trùng  **- bug** (n) con bọ  **- patient** (adj) kiên nhẫn  **- responsibility** (n) trách nhiệm, Chịu trách nhiệm.  **- maturity** (n) sự trưởng thành  **- join** (v) tham gia  **- make sbd + V/ adj**  **- making things**  **- collecting things** | | **3. While- reading (18’)** | | | ACTIVITY 2 :  **Aim: To help Ss develop the skill of guessing the meaning of new words in context.**  **\* Content:** Read the text and Match .  **\* Outcome:** Ss get some specific information about the text.The skills of guessing the meaning of new words.  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **2. Read the text about gardening. Match each word in column A with its definition in column B.**  - Tell Ss what they are going to do.  - Ask Ss how to do the exercise. Elicit answers from Ss.  - If needed, tell them to follow these steps:  + Read the words in column A.  + Locate each word in the text.  + Read around the word to get the general meaning.  + Read the definitions in column B, find the suitable meaning to match each word.  - Ask Ss to repeat the steps (they can speak in Vietnamese).  - Ask Ss to do the exercise individually and then check their answers in pairs.  - Invite some Ss to share their answers. Confirm the correct answers. | **2. Read the text about gardening. Match each word in column A with its definition in column B.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and learn how to do.  - Check the meaning of the words  - **Ss work individually first.**  - Compare the answers with partners  - Give the answers    **Key: 1. b 2.e 3.c 4.a 5.d** | | ACTIVITY 3 :  **Aims: To help Ss develop the skill of reading for specific information (scanning)**  **\* Content:** Read the text again and circle the options.  **\* Outcome:** Improve reading skills. Ss get more information about houses in the future.  **\* Organisation :** Teacher’s instructions… | | | **Teacher’s & Student’s activities** | **Content** | | **3. Read the text again. Complete each sentence with no more than THREE words.**  - Ask Ss what they are going to do.  - Have Ss share how to do this exercise.  - Briefly tell them the steps: read the sentences, underline the key words in the sentences, locate the key words in the text and find the words to complete the sentences.  - Ask Ss to repeat the steps (they can speak in Vietnamese).  - Ask Ss to do the exercise individually and then check their answers in pairs.  - Invite some Ss to share their answers. Have them explain their answers.  - Confirm the correct answers.  - Ask Ss to tell the class the benefits of gardening as mentioned in the text.  - Confirm the correct answers to the class. | **3. Read the text again. Complete each sentence with no more than THREE words.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and follow them.  - Give the answer .  **\* Key:**  **1.** doing things **2**. insects and bugs  **3**. patient **4**. join in  **5**. an hour | | **4. FURTHER PRACTICE/ APPLICATION (8’)** | | | ACTIVITY 4: *(Follow up activity)*  **Speaking**  **Aim: To help Ss identify the benefits of some hobbies and talk about their benefits.**  **\* Content:** Pair works. Do the Matching.  **\* Outcome:** Ss do the Matching correctly.  **\* Organisation :** Teacher’s instructions… | | | **Teacher’s & Student’s activities** | **Content** | | **4. Work in pairs. Match each hobby with its benefit(s). One hobby may have more than one benefit.**  Introduce some structures to talk about the benefits of hobbies:  + to develop sth  + to make sb + adj  + to reduce sth  + to help sb/ sth do sth  - Give some examples.  - Have Ss work in pairs to match the hobby with its benefit(s). Check as the whole class.  - Ask Ss to name other benefits of these hobbies.  - Invite some Ss to share their answers.  - T and other Ss listen and make comments.  - T helps if necessary | **4. Work in pairs. Match each hobby with its benefit(s). One hobby may have more than one benefit.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and follow them.  **- Work in pairs**  - Practice speaking in front of the class.  **Key: 1.c, d 2. b, c 3. a,c, d, e** | | ACTIVITY 5:  **Aim: To give practice with asking and answering about the benefits of hobbies.**  **\* Content:** Questions and Answers. Present partner’s answers to the class.  **\* Outcome:** Ss can answer the questions and tell about the hobbies.  **\* Organisation :** | | | **5.Work in groups. Ask one another the following questions. Then present your partners’answers to the class.**  - Have Ss work in groups to ask and answer the two questions.  - Model the answers to the two questions if needed.  - Invite some Ss to share their partner's answers to the questions.  - Invite other Ss to comment on the answers.  - Comment on Ss'answers.  - Encourage some Ss to speak in front of the class, the class comments on their classmate's content, pronunciation, fluency, language (grammar, use of words, etc.), body language. T can help the class give feedback. | **5.Work in groups. Ask one another the following questions. Then present your partners’answers to the class.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and follow them.  **- Practice speaking** in front of the class.  1. What is your favourite hobby?  2. What are its benefits?  **Example:** My friend Mi’s favourite hobby is collecting stamps. It helps her be more patient.... | | **5. WRAP-UP & HOME WORK (2’)**  + Ask Ss to summarise what they have learnt in the lesson.  - Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.  **\* HOME WORK.**  - Practice telling about your future houses.  - Do more exercises in workbook.  - Prepare new lesson. **Skills 2.**  **===============================** | |  |  |  | | --- | --- | | **Date of planning**:…/…/ 2022  **Date of teaching:** ………..…  **WEEK: 1** | **Peroid 7: UNIT 1 : HOBBIES**  **Lesson 6 : SKILLS 2/ Listening and Writing** |   **I. OBJECTIVES: By the end of this lesson, students will be able to gain the following things**  **1. Knowledge:**  - To develop Listening and writing skills.  - Use the lexical items related to the topic Hobbies  - Listen for specific information about Trang’s hobby  - Write a passage about her hobbies  **+ Vocabulary:** Using the words related to hobbies  **+ Grammar:** Present simple tense (Review).  - The use of the verbs of liking: **like, love, enjoy, hate + V-ing;** talking about likes and dislikes.  **2. Competence:** Students will be able to revise and learn how to use present simple tense. Further practice with present simple tense.  - Develop communication skills and creativity  - Be collaborative and supportive in pair work and team work  - Actively join in class activities  **3. Qualities:** Having benefits of their hobbies in daily life.  - Learn more about their own hobby  - Be encouraged to take up a new hobby if they haven’t had one.  **II. TEACHING AIDS:**  - Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....  - Students : Text books, studying equipment….  - Computer connected to the Internet.  - Sach mem.vn.  **III. PROCEDURE:**  **Notes:**  **In each activity, each step will be represented as following:**  *\* Deliver the task.*  *\* Implement the task.*  *\* Discuss.*  *\* Give comments or feedback.*   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION (3’-5’)** | | | **Aims:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.**  **\* Content:** Review the previous lesson or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | | | **Teacher’s & Student’s activities** | **Content** | | **+ Greeting**  **+ Revision on the old lesson. Chatting**  - Teacher (T)asks Ss some questions about them and class.  \* T asks Ss to answer the question: What will you mention when you talk about someone’s hobby?  Ss work individually to answer the questions.  T calls Ss to give answers.  T gets feedback and write on the board.  T leads Ss to the new lesson.  + Suggested answers:  *+ Name of the hobby*  *+ The time he / she started the hobby*  *+ His / Her feeling about the hobby*  *+ His / Her future plan about the hobby*  - T sets the scene: You are going to listen to an interview about Trang’s hobby and complete the word web.  - Ask Ss to open their book and introduce what they are going to study….  - T leads in the lesson. | **+ Greeting**  **+ Chatting**  **+ T\_ Ss**  - Students(Ss)listen and answer the teacher’s or friend’s questions  - Listen and know what they are going to learn.  - Open their book and write the tittle of the lesson | | **2. PRESENTATION/ NEW LESSON (12’)** | | | ACTIVITY 1: **Pre-listening**  **Aim: To prepare Ss for the listening text.**  **\* Content:** Look at the picture and disccuss.  **\* Outcome:** Ss can get some information about hobbies.  **\* Organisation :** Teacher’s instructions… | | | **Teacher’s & Student’s activities** | **Content** | | **1. Look at the picture. What hobby is it? Do you think it is a good hobby? Why or why not?**  **\*) Teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....) if have. Follow the steps to teach vocabulary.  - Have Ss look at the picture and answer the questions.  - Ask Ss if they know anything about this hobby and if they think it is useful. This is an open activity, so accept all answers provided that they make sense. Ss can use the information they remember from GETTING STARTED to answer the questions. | **1. Look at the picture. What hobby is it? Do you think it is a good hobby? Why or why not?**  **- T\_ Ss**    \* **Key:** | | **3. While-listening** **(18’)** | | | ACTIVITY 2 : **While-listening**  **Aim: To help Ss develop the skill of listening for specific information.**  **\* Content:** Listen to an interview and do the filling  **\* Outcome:** To get specific information about Trang’s hobby. Do the filling correctly.  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **2. Listen to an interview about Trang’s hobby. Fill in each blank in the mind map with ONE word or number**  - Tell Ss that they are going to listen to an interview about Trang's hobby.  - Have Ss read the mind map. Have Ss guess the word or number to fill in each blank and write their guesses on the board.  - Play the recording and ask Ss to listen and complete the mind map. Ss work in pairs to compare their answers with each other and with the words / numbers on the board.  - Play the recording a second time for pairs to check their answers.  - Ask for Ss' answers and write them on the board next to their guesses. | **2. Listen to an interview about Trang’s hobby. Fill in each blank in the mind map with ONE word or number**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and learn how to do it.  - Give the answers  **\* Key:**  **1.** dollhouses **2**. three/3 **3**. cousin  **4.** a) house b) cloth **5.** creative | | ACTIVITY 3: **Writing**  **\* Pre -** **Writing**  **Aim: To brainstorm ideas and make an outline for Ss' writing.**  **\* Content:** Do the filling about the hobbies  **\* Outcome:** Do the Filling about their own hobbies correctly.  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **4. Work in pairs. Discuss your dream house, and fill the table.**  - Have Ss work individually to complete the mind map.  - If time allows, have some Ss present their answers or write their answers on the board.  - T and other Ss listen and make comments. | **4. Work in pairs. Discuss your dream house, and fill the table.**  **- Work in pairs**  - Listen carefully and learn how to write  **\**Suggested answers****:*  **Lan's hobby:**  **1. Name of the hobby**: collecting waste paper  **2. Started:** 3 years ago  **3. Person who shares he hobby with**: Nga  **4. To do this hobby Nga has to:**  a. collect paper after use  b. make flowers, dishes, toys. boxes...  c. use it for drawing if possible  **5. Lan's feeling about the hobby**: interesting, useful, protect the environment  **6. Future:** continue the hobby | | **4. APPLLICATION (8’-10’)** | | | ACTIVITY 4: **While -** **Writing**  **Aim: To help Ss practise writing a paragraph about their hobby.**  **\* Content:** Write a paragraph of about 70 words about Ss’s hobbies.  **\* Outcome:** Use information in 3 Ss can write a paragraph about about their hobbies.  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **4. Now write a paragraph of about 70 words about your hobby. Use the notes in 3. Start your paragraph as shown below.**  - Have Ss write their paragraphs individually based on the information in their mind map.  - Ask one student to write his or her paragraph on the board. Other Ss andT comment on the paragraph on the board.  - Then T collects some writings to correct at home.  **\*Alternative activity:**  - T uses the mind map to write a paragraph in the class as a model then go over some of its features that Ss can use in their paragraphs.  - The class gives their comments.  **\* Post - Writing**  - T may have students do their writing on large sheets of paper and organize a class gallery for students to display their writings on the board. Then students can go around to see their friends’ work, give and receive comments.  - If time is limited,T may ask Ss to write the final version at home.  - Other Ss and T comment on the writing. | **4. Now write a paragraph of about 70 words about your hobby. Use the notes in 3. Start your paragraph as shown below.**  - Listen carefully and learn how to write  **- Write themselves/ individually**  **\* Sample paragraph:**  My hobby is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   ***Suggested writing:***  *My hobby is building dollhouses. It's quite unusual hobby. I started it three years ago. I read an article about building dollhouses. I loved the idea right away. My cousin Mi loves building dollhouses, too. So I usually share my hobby with her. It is easy to build a dollhouse. I use cardboard and glue to build the house and make the furniture. Then I make the dolls from cloth. Finally, I decorate the house. When doing it , I'm more patient and creative. I will continue my hobby in the future.*  ***Suggested writing:***  *My favourite hobby is reading. I started this hobby when I was 5 years old. I still remember the first book I read, which was about a lazy rabbit. I was so excited when I read that book, so I kept reading. I enjoy reading because it develops my imagination. It also widens my knowledge. I can understand why a nation has its name or what causes natural disasters. Moreover, it helps me connect with other students because there is a book club at my school. We gather once a week to share what we have read.* | | **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to summarise what they have learnt in the lesson. Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.  Encourage Ss not to refer back to the unit. Ask them to keep a record of their answers to each exercise so that they can use that information to complete the self-assessment table at the end of the unit.  **\* HOME WORK.**  - Finish writing . Copy in the note books.  - Do more exercises in workbook.  - Prepare new lesson. LOOKING BACK  **=======================**  ***Sample 2:***  *My name is Sara. My favourite hobby is reading. I enjoy reading a book when I am free. I started to do it when I was four years old. The first time I did it, I felt interested. So I kept reading. The teachers taught me to read the difficult words. I was happy when I read a story with a happy ending . I was thrilled when I read a detective story. I enjoy reading because I like to explore the imaginative world of my favourite author, J.K. Rowling who writes “ Harry Potter” . There are a lot of advantages of reading. Reading can make me relaxed and calm. I can also learn new vocabulary items. Then I can further improve my English. Moreover, it can give me an unlimited imagination, so I can write books in the future. I can learn the different cultures and customs of other countries in the world too. I read at least one hour every day. I read books by myself . I usually read it at home. I wish I could read different kinds of books because it might be very challenging.*  *\* Minh’s hobby is singing. She enjoys singing very much. When her brother bought a karaoke set last month, Minh was so glad that she sings every day after dinner. She likes to sing only English songs. In fact, she has already sung all the songs found on the karaoke discs. Minh is singing in the karaoke competition organized by the RC Center this Saturday. Her family is going there to support her.* | |  |  |  | | --- | --- | | **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK: 2** | **Period 8 : UNIT 1 : HOBBIES**  **Lesson 7 : LOOKING BACK & PROJECT** |   **I. OBJECTIVES:By the end of this lesson, students will be able to gain the following things :**  **1. Knowledge:**  - To revise and Practice present simple.  - Review the vocabulary and grammar of Unit 1  - Apply what they have learnt (vocabulary and grammar) into practice through a project  **+ Vocabulary:** Using the words related to hobbies  **+ Grammar:** Revision on present simple tense.  - The use of the verbs of liking: **like, love, enjoy, hate + V-ing;** talking about likes and dislikes.  **2. Competence:** Students will be able to revise and Further practice doing exercises on present simple tense.  - Develop communication skills and creativity.  - Develop presentation skill.  - Develop critical thinking skill.  - Be collaborative and supportive in pair work and team work.  - Actively join in class activities  **3. Qualities:** Having benefits of their hobbies in daily life.  - Be more creative when doing the project  - Develop self-study skills  **II. TEACHING AIDS:**  - Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....  - Students : Text books, Pictures, A0 paper.....  - Computer connected to the Internet.  - Sach mem.vn.  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION(3’)** | | | **Aims:**  **- To create an active atmosphere in the class before the lesson;**  **\*** *This is the review and drill section of the unit. Encourage Ss not to refer back to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions.*  *- That will help you and your Ss see how far they have progressed, and which areas need further practice.*  **\* Content:** Review the previous lesson or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | | | **Teacher’s & Student’s activities** | **Content** | | **+ Greeting**  **+ GAME:** **Guessing Game.**  \* T divides the class into two big groups.  - Ss take turns to think of a hobby for your partner to guess.  - Their partner can ask up to 10 yes / no questions and he / she can only answer with a 'yes’ or 'no’.  - Time allowance: 3 minutes  **E.g**:1*. I have a lot of bottles, dolls or stamps. What is my hobby?*  - T asks ss to listen carefully and say aloud the name of the hobby. Who has the quicker and correct answer will get one point. The group with more points is the winner.  - Ss work in groups to do the task.  - Ss give answer.  - T monitors and gives feedback.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ GAME:** **Guessing Game.**  **- T\_ Ss; S\_S**  - Students **(Ss)** listen and learn how to do.    .  - Open their book and write . | | **2. PRESENTATION/ NEW LESSON ( 25’)** | | | **PRACTICE EXERCISES**  ACTIVITY 1: **Vocabulary**  **Aim: To help Ss revise the vocabulary items they have learnt in the unit.**  **\* Content:** Revision on the words about hobbies. Complete the sentences with appropriate hobbies.  **\* Outcome:** Review the words/ phrases. Complete the sentences correctly.  **\* Organisation :** Teacher’s instructions… | | | **Teacher’s & Student’s activities** | **Content** | | **1. Complete the sentences with appropriate hobbies.** *(Ex 1, p. 16)*  - Have Ss do this activity individually then compare their answers with their partners.  - Ask for Ss' answers or ask one student to write his / her answer on the board.  - Confirm the correct answers | **1. Complete the sentences with appropriate hobbies.**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **\* Key:**  **1**. collecting coins **2**. doing judo  **3**. making models **4**. gardening  **5**. playing football | | ACTIVITY 2:  **Aim: To help Ss revise the vocabulary items they have learnt in the unit and create true sentences.**  **\* Content:** Make sentences.  **\* Outcome:** Make sentences about Ss themselves and family members correctly.  **\* Organisation :** | | | **2. Write the true sentences about you and your family members.**  - Have Ss write true sentences about them and their family members.  - Ask them to share their answers with a classmate.  - Invite some Ss to write their sentences on the board.  - T and other Ss listen and make comments.  - Check the answers as a class. | **2. Write the true sentences about you and your family members.**  **- Ss work individually.**  - Do the tasks freely.  *- I like reading books in my free time.*  *- My dad enjoys watching news on TV.*  *- My mum doesn’t like drinking coffee.*  *- My grand mother loves cooking .*  *- My grandfather hates chatting./ making noise. .....* | | ACTIVITY 3 : **Grammar**  **Aim: To help Ss revise the present simple .**  **\* Content**: Revision on the use of the present tense. Complete the passage.  **\* Outcome:** Ss can complete the sentences using the present simple form of each verb.  **\* Organisation :** Teacher’s instructions… | | | **Teacher’s & Student’s activities** | **Content** | | **3. Use the present simple form of each verb to complete the passage.**  - Ask Ss about the uses of the present simple that they have learnt in the unit.  - Have Ss do this exercise individually then compare their answers with a partner.  - Call on some Ss to give the answers.  - Confirm the correct answers and write them on the board  - Go round and offer help if needed.  - Check and confirm the correct answers. | **3. Use the present simple form of each verb to complete the passage.**  **- T\_ Ss**  - Listen to the instructions clearly  - Do exercise individually and then compare their answers.  - Copy  **\* Key:**  **1**. loves **2**. has **3**. enjoys  4. don't like **5**. is 6. is  **7**. go 8. begins | | ACTIVITY 4:  **Aim: To help Ss revise the present simple in questions and negative sentences.**  **\* Content:** Change the sentences into questions and negative ones.  **\* Outcome:** Ss understand more the present simple tense. Change the sentences correctly.  **\* Organisation :** | | | **4. Change the following sentences into questions and negative ones.**  - Have Ss do this exercise individually then compare their sentences with a partner.  - Invite some Ss to read their answers aloud. Give feedback.  - Call on some Ss to read the complete sentences in front of the class.  - T and other Ss listen and make comments.  - Check and confirm the correct answers. | **4. Change the following sentences into questions and negative ones.**  **- T\_ Ss**  **\*Key :**  **1.** Does this river run through your home town?  *- This river doesn't / does not run through my home town.*  **2**. Does your drawing class start at 8 a.m. every Sunday?  *- My drawing class doesn't / does not start at 8 a.m. every Sunday.*  **3**. Do they enjoy collecting stamps?  *- They don't / do not enjoy collecting stamps.*  **4.** Do you do judo every Tuesday?  *- I don't / do not do judo every Tuesday.*  **5.** Does your brother love making model cars?  *- My brother doesn't / does not love making model cars.* | | **3. PRODUCTION/ APPLICATION (12’-15’** | | | **Aim: To helps Ss improve their abilities to work individually and in a team. It extends their imagination in field related to the unit topic if possible.**  **\* Content:** Prepare the projects and Present them in front of the class.  **\* Outcome:** Think about appliances they want to have in the future.  + Make a poster about it. To show their posters in front of the class and tell what the appliances will do in their future houses.  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **\* PROJECT:**  - Ask Ss to read the instructions. Make sure they understand what to do. Ask Ss to work in groups to do the project. Ss may draw their own pictures to decorate their poster or find suitable photos for it. Remember to have the ‘show and tell’ session and vote for the best poster.  - If time is limited, assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them carefully and check their progress after each lesson. In the last lesson (LOOKING BACK), ask Ss to present their poster to the class.  - Get them to share their posters in pairs or groups.  - The class gives comments.  - Don't focus on or correct Ss language mistakes. This is an opportunity for them to experiment with the language  - T comments. | **- T\_ Ss**  **\*\* Ss should prepare the project as assign groups in the previous lessons beforehand.**  - Listen to the teacher’s instructions carefully.  - Do the tasks . Prepare the at home beforehand.  - Ss should finish the project in class, assign groups in the previous lessons. | | **4. WRAP-UP & HOME WORK(2’)**  \* Ask Ss to complete the self-assessment table.  - Identify any difficulties, weak areas, and provide further practice  **\* HOME WORK**  - Do more exercises in workbook.  - Make more sentences . Prepare UNIT 2: HEALTHY LIVING.  **=======================** | |  |  |  | | --- | --- | | **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK:** | **Period .... : UNIT 2 : HEALTHY LIVING**  **Lesson 1: GETTING STARTED**  ***Let’s go out!*** |   **THIS UNIT INCLUDES:**   |  |  | | --- | --- | | **Vocabulary**  - Healthy activities  - Health problems  **Pronunciation:**  - Sounds: /f/ and /v/  **Grammar**  - Simple sentences | **Skills:**  - Reading about acne.  - Talking about how to deal with some health problems.  - Listening to some advice about healthy habits.  - Writing a paragraph of some advice to avoid viruses.  **Everyday English**  - Asking for and giving health tips. |   **I. OBJECTIVES: \* By the end of this unit, students will be able to:**  - use the words about healthy activities and health problems;  - pronounce the sounds **/f/** and **/v/** correctly;  - recognise and write simple sentences;  - ask for and give health tips;  - read for general and information about acne;  - talk about how to deal with some health problems;  - listen for specific information about some advice about healthy habits;  - write a paragraph of some advice to avoid viruses.  **1. Knowledge:**  - To introduce topic of the lesson *Healthy living*. To practice listening and reading.  - Use the lexical items related to the topic *Healthy living.*  - Identify and talk about the daily activities and decide if they are good or bad for health.  **+ Vocabulary:** Use the words about healthy activities and health problems; Pronouncing the sounds **/f/** and **/v/** correctly;  **+ Grammar:** - Recognise and write simple sentences;  **2. Competence:** Students will be able to practice listening and reading the conversation between Mi and Mark about healthy activities and health problems; Knowing more new words. Understanding the main idea of the conversation.  - Develop communication skills and creativity.  - Actively join in class activities.  **3. Qualities:** The loveof living things; The awareness about importance of healthy living.  - Be ready to talk about Healthy living  - Know some daily activities whether good or bad for health  **II. TEACHING AIDS:**  - Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....  - Students : Text books, studying equipment….  - Computer connected to the Internet.  - Sach mem.vn.  **III. PROCEDURE:**   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **Aims:**  **- To create a friendly and atmosphere in the class before the lesson;**  **- To lead into the new unit**  **\* Content:** Tohave somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the subject and new lesson.  **\* Outcome:** Introducing themselves to make more new friends.  **\* Organisation :** Teacher’s instructions … | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting**  **+ Revision**  - Review the previous unit before Ss open their books.  - Organise a short vocabulary game to revise the words Ss learnt in Unit 1. For example, T can show pictures of different hobbies and Ss say the words, or T says a verb (e.g. build) and Ss say the nouns going with it (e.g. a dollhouse, a model, etc.).  - Lead to the new unit. Write the unit title *Healthy* *Living* on the board.  - Ask Ss to guess what they are going to learn about in this unit. Then write *healthy activities* *and health problems* and ask Ss to give any words or phrases they know related to them.  - Ask Ss to open their book to page 24 - 25 and introduce what they are going to study…. | **+ Greeting + Revision**  **- T\_Ss**  - Students **(Ss)** listen and learn how to introduce themselves.  - Introduce themselves  + Students **(Ss)** listen and learn how to do the tasks.  + build : a dollhouse, ...  + make : a model...  + collect: dolls, coins...  - Answer the teacher’s questions  - Open their book and write . | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | ACTIVITY 1:  **Aims:**  **- To set the context for the introductory conversation;**  **- To introduce the topic of the unit.**  **-** To introduce the topic of the unit, the vocabulary, the sounds, and the grammar points to be learned.  **\* Content:** Learn some new words . Read the conversation and find out new words.  **\* Outcome:** Knowing more new words. Understanding the conversation; topic of the lesson, grammar points…  **\* Organisation :** Teacher’s instructions..*.* | | | **Teacher’s Student’s activities** | **Content** | | **1. Listen and read:**  **\*Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Follow the seven steps of teaching vocab.  + Check vocabulary.  **+ Take note**  **\*\* Set the context**: Have Ss look at the conversation and the picture and answer some questions, e.g. What might Mi and Mark be talking about? Where are the people in the picture? What are they doing? Are they healthy activities? Encourage Ss to answer, but do not confirm their answers.  - Play the recording twice for Ss to listen and read along. Then invite some pairs of Ss to read the conversation aloud.  - Refer to the questions previously asked. Confirm the correct answers: *Mi and Mark are talking about the picture. They are at Yen So Park. They are boating, exercising, fishing, and walking*. *The activities are healthy*. They also mention some things (*hat, suncream*) they need to avoid a health problem (*sunburn*).  - Call on some groups of Ss **to read the conversation aloud.** | **1. Listen and read**  **- T\_Ss**  **\* Vocabulary**  **- health** (v): sức khỏe  **- healthy living** (n): sống khỏe mạnh.  **- healthy activities** (n):  **- problem** (n)vấn đề  **- boat** (v): đi thuyền.  **- popular** (adj):được nhiều người ưa thích; phổ biến,  **- fresh** (adj): tươi, mới  **- bring** (v) mang  **- suncream** (n) kem chống nắng  **- sunburn** (n) sự cháy nắng    - Listen carefully and read aloud. | | **3. PRACTICE ( 15’)** | | | ACTIVITY 2:  **Aim: To help Ss understand the main idea of the conversation.**  **\* Content:** Listen and read the conversation.True/ false activitiy, filling in the gaps.  **\* Outcome:** Knowing more new words. Understand the conversation; topic of the lesson,…  **\* Organisation :** Teacher’s instructions.….. | | | **Teacher’s Student’s activities** | **Content** | | **2. What are Mark and Mi talking about?**  - Ask Ss to answer without reading the conversation again.  - Ask them to explain why they did not choose the other two options. Then confirm the correct answer.  **- Key:** **B** | **2. What are Mark and Mi talking about?**  **- T\_Ss**  **- Work independently.**  - Give the answers  **- Key:** **B** | | ACTIVITY 3:  **Aim: To help Ss learn some vocabulary from the conversation visually (in pictures) to ensure their understanding of the text.**  **\* Content: Write a word under the picture.** Understanding more the vocabulary.  **\* Outcome:** Ss know more some words and phrases about healthy activities and health problems;  **\* Organisation :** | | | **3. Write a word or phrase from the box under its picture.**  Ask Ss to read the words / phrase (and find where they appear in the text if necessary) and look at the pictures. Ask them to write the correct words / phrase under the pictures. Then ask Ss to say the words / phrase aloud.  - Make sure they pronounce the words / phrase correctly.  - Check the answers as a class. | **3. Write a word or phrase from the box under its picture.**  **- T\_ Ss**  - Listen to the instructions clearly  - **Ss to work independently**  - Copy them  **Key:** **1.** sunburn **2.** suncream  **3**. outdoor lunch **4.** boating **5.** cycling | | ACTIVITY 4:  **Aim: To help Ss develop the vocabulary about the topic.**  **\* Content:**To complete the sentences with a word in from the conversation.  **\* Outcome:** Ss know the use of words and phrases about healthy activities and health problems;  **\* Organisation :** | | | **4. Complete each sentence with a word from the conversation.**  - Ask Ss to work independently to fill in each blank with a word from the conversation. Allow - Ss to refer to the conversation if needed.  - If needed, tell them where to find the words.  - Check the answers as a class. | **4. Complete each sentence with a word from the conversation.**  **- T\_ Ss.**  **- Ss do themselves**  **\* Key:**  **1.** boating **2.** park  **3.** countryside **4.** suncream  **5.** Health. | | **4. PRODUCTION/ FURTHER PRACTICE ( 8’)** | | | ACTIVITY 5:  **Aim: To help Ss identify and talk about their daily activities and decide if they are good or bad for their health.**  **\* Content:** Playing game: Good or bad for health.  **\* Outcome:** Playing game. Talk about daily activities.  **\* Organisation :** Teacher’s instructions | | | **Teacher’s Student’s activities** | **Content** | | **5. GAME: Good / bad for health?**  **Work in groups. Each student names two daily activities. The class decides whether each activity is good / bad for health. Give a reason if possible.**  - Allow Ss one minute to think about their daily activities and write them down.  - Call on Ss in turn to say aloud one activity. Other Ss decide whether it is good or bad for their health.  - If T thinks an answer is not correct, T allows the class to discuss it before confirming the answer. | **5. GAME: Good / bad for health?**  - Do the task  *\** ***Suggested answers:***   |  |  |  |  | | --- | --- | --- | --- | | **Daily**  **activities** | **How often** | **Good** | **Bad** | | Walking to school | Every day | √ |  | | Eating breakfast | Rarely |  | √ | | Going swimming | Twice a week | √ |  | | Sleeping | 12 hours per day |  | √ | | Doing yoga | Three times a week | √ |  | | … | … | … | … | | | **5. WRAP-UP & HOME WORK (2’)** | | | + Write healthy activities, health problems on the board.  Ask Ss to say aloud some words / phrases they remember from the lesson related to each category. Quickly write these words / phrases under the categories.  Ask if Ss can add some more under each category.  If there is a projector in the classroom, show the conversation and highlight the key words related to the topic.  **\* HOME WORK**  - Start preparing for the Project of the unit.  Teacher randomly puts Ss in groups of 4 or 5 and asks them to choose a bad habit that the students in your school often do and think about some tips to change that habit. They have to find suitable photos or draw pictures to create a poster about it. Students will show their posters and present their ideas in Lesson 7 – Looking back and Project. (Teacher should check the progress of students’ preparation after each lesson.)  - Do more exercises in workbook.  - Prepare the vocabulary for the next lesson: A CLOSER LOOK 1.  **=========================** | |  |  |  | | --- | --- | | **Date of planning**: …/……/2022  **Date of teaching:** ………..…  **WEEK:** | **Period .... : UNIT 2 : HEALTHY LIVING**  **Lesson 2 : A CLOSER LOOK 1** |   **THIS UNIT INCLUDES:**   |  |  | | --- | --- | | **Vocabulary**  - Healthy activities  - Health problems  **Pronunciation:**  - Sounds: /f/ and /v/  **Grammar**  - Simple sentences | **Skills:**  - Reading about acne.  - Talking about how to deal with some health problems.  - Listening to some advice about healthy habits.  - Writing a paragraph of some advice to avoid viruses.  **Everyday English**  - Asking for and giving health tips. |   **I. OBJECTIVES: \* By the end of this unit, students will be able to gain the following things:**  **1. Knowledge:**  - To teach some new words .  + use the lexical items related to the topic *Healthy living.*  + use the words about healthy activities and health problems  - Pronunciation: pronounce and recognize the sounds **/f/** and **/v/** in isolation and in context  **+ Vocabulary:** Use the words about healthy activities and health problems; Pronouncing the sounds **/f/** and **/v/** correctly;  **+ Grammar:** - Recognise and write simple sentences;  **2. Competence:** Students will be able to know more words and phrases about healthy activities and health problems  - Develop communication skills and creativity.  - Actively join in class activities.  **3. Qualities:** The loveof living things; The awareness about importance of healthy living.  - Be ready to know the words about healthy activities and health problems  - Develop self-study skills  **II. TEACHING AIDS:**  - Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....  - Students : Text books, studying equipment….  - Computer connected to the Internet.  - Sach mem.vn.  **III. PROCEDURE:**  **Notes:**  **In each activity, each step will be represented as following:**  *\* Deliver the task.*  *\* Implement the task.*  *\* Discuss.*  *\* Give comments or feedback.*   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION (5’)** | | | **Aim: Vocabulary**  **- To create an active atmosphere in the class before the lesson**  **- To lead into the new lesson.**  **\* Content:** Review the previous lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | | | **Teacher’s & Student’s activities** | **Content** | | **+ Greeting**  **+ Asking questions:**  \* Some students are invited to answer.  \* Teacher and students discuss the answers.  \* Teacher introduces the lesson.  - Show some pictures of the hobbies Ss learnt in the previous lesson. Have some say the hobbies. Lead to this lesson which focuses on action verbs, verbs of liking and disliking and the sounds /ә/and /з:/.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Asking questions:**  \* Teacher asks students some questions about the hobbies:  *1. What is your favorite hobby?*  *2. When did you start your hobby?*  **- T\_ Ss**  - Students **(Ss)** listen and learn how to do.  - Open their book and write . | | **2. PRESENTATION/ NEW LESSON (12’)** | | | ACTIVITY 1:  **- Aim : To present some action verbs go with nouns to describe hobbies.**  **\* Content:** Teach some new words, some action verbs go with nouns.  **\* Outcome:** Ss learn how to use them . Put them in the columns correctly.  **\* Organisation :** Teacher’s instructions… | | | **Teacher’s & Student’s activities** | **Content** | | **1. Match the phrases on the left with the correct pictures on the right.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Teacher may introduce the vocabulary by:   * providing explanations of the words; * showing picture illustrating the word.   + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  - Teacher checks students’ understanding with the *“Rub out and remember”* technique.  **+ Take note**  - Have Ss read the phrases and do the matching. If it is difficult, ask Ss to match the phrases they can easily recognise first: *coloured vegetables, chapped lips, dim light*. Two left phrases in the list (*lip balm his way and red spots*) are different as one is singular and the other plural. In this way Ss can complete the task.  - Have Ss read the phrases aloud. Correct their pronunciation if needed.  - Check the answers as a class.  - T may ask Ss for the Vietnamese equivalents of these phrases. | **1. Match the phrases on the left with the correct pictures on the right.**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **\* Vocabulary**  **1.** **dim light** (n.phr.) ánh sáng lờ mờ  **2.** **lip balm** (n.phr.) son dưỡng môi  **3**. **chapped lips** (n.phr.) môi nứt nẻ  **4.** **red spots** (n.phr.) đốm đỏ  **5.** **coloured vegetables** (n.phr.)  rau có màu sắc  **\* Key:**  **1**. c  **2**. e **3**. d 4. a **5.**b | | **3. PRACTICE (15’)** | | | ACTIVITY 2:  Aim:**To help Ss use the words / phrases in specific contexts.**  **\* Content:** Complete the sentences, using the words and phrases.  **\* Outcome:** Ss can learn how to use the words and phrases.  **\* Organisation :** | | | **Teacher’s Student’s activities** | **Content** | | **2. Complete the sentences with the correct words and phrases below.**  - Ask Ss to read the words and phrases provided. Remind Ss of their meanings if needed.  - Ask Ss to work individually. Then ask them to explain their answers.  - Check Ss' answers as a class. | **2. Complete the sentences with the correct words and phrases below.**  - Listen carefully and learn how to do.  - Give the answer  **\* Key*:***  **1.** coloured vegetables **2.** Soft drinks **3.** fit **4**. skin condition **5.** sunburn | | ACTIVITY 3:  **Aim: To help Ss talk about their daily activities and decide if each activity is healthy or unhealthy.**  **\* Content:** Discussing and tick **(√)** each activity in the table.  **\* Outcome:** Ss discuss and tick **(√)** each activity in the table correctly.  **\* Organisation :** | | | **3. Wok in pairs. Discuss and tick (√) each activity in the table as (H) Healthy or U (Unhealthy).**  - Ss should have no difficulty comprehending the meanings of the sentences since there is only one new word (tofu). Ask Ss to work in pairs.  - Allow them time to discuss and complete the task.  - Check the answers as a class.  - Ask Ss to add more activities. Say them aloud and the whole class decides if they are healthy or unhealthy.  - T and other Ss give comments. | **3. Wok in pairs. Discuss and tick (√) each activity in the table as (H) Healthy or U (Unhealthy).**  - Ss to **work in pairs**  - Ss do themselves.  **\* *Suggested answers***  - Healthy: 1,3,4 .  - Unhealthy: 2, 5. | | **II. PRONUNCIATION: (10’)**  ACTIVITY 4 **/f/** and **/v/**  **Aim: To help Ss identify sounds /f/and /v/, and practise them in words.**  **\* Content:** Listen and repeat , pay attention to the sounds **/f/and /v/.**  **\* Outcome:** Ss can learn how to pronounce the sounds **/f/and /v/** correctly.  **\* Organisation :** | | | **Teacher’s Student’s activities** | **Content** | | **4. Listen and repeat. Pay attention to the sounds /ә/and /з:/**  - Have some Ss read out the words first.  - Then play the recording for them to listen and repeat the words as a class, a group, and individually.  - Play the recording as many times as necessary.  - Invite some Ss to say some words they know that include the two sounds.  \* Teacher asks Ss to watch Tiếng Anh 7 - Pronunciation video Unit 2 \_ ***( link YouTube)*** | **4. Listen and repeat. Pay attention to the sounds /ә/and /з:/**  - Listen carefully  - Listen and repeat  ***\* Audio script - Track 9:***  acti**v**ity **v**itamin a**v**oid **f**ood  acti**v**e break**f**ast a**ff**ect **f**it | | **4. FURTHER PRACTICE (8’)** | | | ACTIVITY 5:  **Aim: To help Ss pronounce sounds /f/ and /v/ correctly in sentences.**  **\* Content:** Pratice saying the words pay attention to the underlined parts  **\* Outcome:** Ss learn how to pronounce the words , the underlined parts correctly.  **\* Organisation :** | | | **5. Listen and repeat. Paying attention to the underlined words.**  - Have Ss read the sentences. Tell them to pay attention to the underlined words with sounds /f/ and /v/.  - Play the recording for Ss to listen and repeat each sentence. Correct their pronunciation if needed.  - Call on some Ss to read the sentences individually.  - Invite some pairs to read the sentences aloud.  - Comment on their pronunciation of the sounds | **5. Listen and repeat. Paying attention to the underlined words.**  **- T\_ Ss**  **\* Key :**  \* **Audio script - Track 10:**  **1**. Coloured vegetables are good food.  **2.** My favourite outdoor activity is cycling.  **3**. We need vitamin A for our eyes.  **4.** Being active helps keep you fit.  **5.** Jack never eats fish. | | **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to summarise what they have learnt in the lesson.  - Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do  **\* HOME WORK**  - Do more exercises in workbook. Find 5 more words with the sound /f/ and 5 more words with the sound /v/. Write them down and practice pronouncing the words.  - Prepare new lesson. A CLOSER LOOK - 2/ P. 28-29  **=======================================** | |  |  |  | | --- | --- | | **Date of planning**: …/……/2022  **Date of teaching:** ………..…  **WEEK:** | **Period .... : UNIT 2 : HEALTHY LIVING**  **Lesson 3 : A CLOSER LOOK 2** |   **THIS UNIT INCLUDES:**   |  |  | | --- | --- | | **Vocabulary**  - Healthy activities  - Health problems  **Pronunciation:**  - Sounds: /f/ and /v/  **Grammar**  - Simple sentences | **Skills:**  - Reading about acne.  - Talking about how to deal with some health problems.  - Listening to some advice about healthy habits.  - Writing a paragraph of some advice to avoid viruses.  **Everyday English**  - Asking for and giving health tips. |   **I. OBJECTIVES: \* By the end of this unit, students will be able to gain the following things:**  **1. Knowledge:**  - To recognize and teach Simple sentences.  + use the lexical items related to the topic *Healthy living.*  + Know how to recognize and write simple sentences   |  |  | | --- | --- | | **Types of simple sentences** | **Examples** | | 1. Having a subject and a verb | I read. | | 2. Having an object | I read science books. | | 3. Having an adverb | I read science books every weekend. |   **+ Vocabulary:** Use the words about healthy activities and health problems; Pronouncing the sounds **/f/** and **/v/** correctly;  **+ Grammar:** - Simple sentences;  **2. Competence:** Students will be able to know more words and phrases about healthy activities and health problems  - Develop communication skills and creativity.  - Actively join in class activities.  **3. Qualities:** The awareness about importance of healthy living.  - Be responsible and hard working.  **II. TEACHING AIDS:**  - Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....  - Students : Text books, studying equipment….  - Computer connected to the Internet.  - Sach mem.vn.  **III. PROCEDURE:**  **Notes:**  **In each activity, each step will be represented as following:**  *\* Deliver the task.*  *\* Implement the task.*  *\* Discuss.*  *\* Give comments or feedback.*   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION (5’)** | | | **Aims:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.**  **\* Content:** Review the previous lesson or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | | | **Teacher’s & Student’s activities** | **Content** | | **+ Greeting**  **+ Game: Guessing game**  - T divides the class into 4 teams.  - T calls on a S from each team to go to the board in turn. That S thinks of a hobby and says the keywords out loud.  The other teams try to guess What the hobby is. They will get 1 point for each correct answer. The team with the most points is the winner.  - Teacher and students discuss as a class.  - Teacher asks students to say the words aloud and makes sure they pronounce the words correctly.  - Teacher can ask for translation to check their understanding.  - Invite some Ss to answer the questions.  - Introduce the three objectives of the lesson. Write the objectives in the left corner of the board.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Game: Guessing game**  **- T\_ Ss**  - Students **(Ss)** listen and learn how to do.  ***Example:***  A: water, grow, flowers, vegetable.  B: Is it gardening?  A: Yes, it is.  - Open their book and write . | | **2. PRESENTATION/ NEW LESSON (12’)** | | | ACTIVITY 1:  **Aim: To help Ss identify simple sentences.**  **\* Content:** Identify simple sentences.  **\* Outcome:** Ss learn how to use the use of simple sentences .  **Grammar: Simple sentences**  \* Have Ss read the **Remember**! box about simple sentences.  - Explain to them by writing the first example on the board. Underline the two main parts (I read.).  - Write the next example under it. Underline the three parts ( I read science books.).  - Do the same with the lastexample. Tell Ss that a simple sentence has only one subject and one verb.  - Ask them to determine the subject (S), the verb (V), the object (O) and the adverb (A) of the sentences.  - Write the letters under the underlined parts like this.  a) I read.  S V  b) I science books.  S V O  c) I read science books every weekend.  S V O A  **\*\*** REMEMBER!  **\* Simple sentences**  – Some simple sentences have a subject and a verb.  Example: I read.  – Some simple sentences also have an object.  Example: I read science books.  – Some simple sentences also have an adverb.  Example: I read science books every weekend. | | | **Teacher’s & Student’s activities** | **Content** | | **1. Tick (√) the simple sentences.**  - Ask Ss to do the exercise individually and then compare their answers with a classmate.  - Call on some Ss to explain their choice.  - Ss to explain why sentences 3 and 5 are not simple sentences. Write sentences 3 and 5 on the board. Underline the two subjects and predicates. Circle the words ‘and’ and ‘but’.  - Confirm the correct answers as a class. | **1. Tick (√) the simple sentences.**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **\* Key*:***  - Simple sentences: 1,2,4 | | **3. PRACTICE (18’)** | | | ACTIVITY 2:  **Aim: To help Ss identify the missing part in a simple sentence.**  **\* Content:** Write S if subject is missing. V if the verb is.  **\* Outcome:** Ss understand more using simple sentences correctly.  **\* Organisation :** | | | **Teacher’s Student’s activities** | **Content** | | **2. Write S if the subject is missing from the sentence and V if the verb is.**  - Have Ss do this exercise individually.  - Ask them to read each sentence carefully and look for the two main parts. This helps them decide which part is missing in each sentence.  - Call on some Ss to give and explain their answers.  - Confirm the correct answers.  - If time allows, ask Ss to complete the sentences, adding the missing parts.  - Checks Ss' answers as a class. | **2. Write S if the subject is missing from the sentence and V if the verb is.**  **- T\_ Ss**  - Listen carefully and learn how to do.  - **Ss work individually**  - Give the answers  **\* Key*:***  **1.** V **2**. S **3**. V **4.** S **5**. V | | ACTIVITY 3:  **Aim: To help Ss identify different parts of a simple sentence and put them in the correct order to form a simple sentence.**  **\* Content:** Do the filling with the correct form of the verbs in brackets.  **\* Outcome:** Ss can do exercises correctly. Further practice with the **present simple.**  **\* Organisation :** | | | **3. Rearrange the words and phrases to make simple sentences.**  - Allow Ss to work in pairs or individually.  - Call on 2 - 3 Ss to read aloud the complete sentences.  - Confirm the correct answers. | **3. Rearrange the words and phrases to make simple sentences.**  **- Ss to work in pairs**  - Ss do the tasks  **Keys:**  **1**. My sister never drinks soft drinks.  **2**. Acne affects 80% of young people.  **3.** He has bread and eggs for breakfast.  **4**. We don't eat much fast food.  **5**. Fruit and vegetables have a lot of vitamins. | | ACTIVITY 4:  **Aim: To give Ss further practice on writing out simple sentences from the prompts given.**  **\* Content:** Rearrange the words and phrases to make simple sentences, using the words given.  **\* Outcome:** Ss can make sentences correctly.  **\* Organisation :** | | | **Teacher’s Student’s activities** | **Content** | | **4. Write complete sentences from the prompts. You may have to change the words or add some.**  - Have Ss look at the prompts of each sentence and decide the two main parts of the sentence.  - Have Ss do this exercise individually before they share their answers with a partner.  - Ask some Ss to read out their answers.  - Comment and confirm the correct answers.  - Check the answers as a class. | **4. Write complete sentences from the prompts. You may have to change the words or add some.**  **- T\_ Ss**  - Do the tasks and share the answers.  **Key:**  **1.** Tofu is healthy.  **2.** Many Vietnamese drink green tea.  **3.** She does not use suncream.  **4.** My father does not exercise every morning.  **5.** Most children have chapped lips and skin in winter. | | **4. FURTHER PRACTICE ( 8’)** | | | ACTIVITY 5:  **Aim: To allow Ss more advanced practice in forming a simple sentence from two separate ones.**  **\* Content:** Discuss and write a simple sentence.  **\* Outcome:** Further practice using a simple sentence.  **\* Organisation :** | | | **5. Work in pairs. Discuss and write a simple sentence from the two given sentences.**  - Have Ss work in pairs.  - Guide them to read the two separate sentences, discuss and determine the two main parts for the new sentence.  - Then allow them some time to write the sentences.  - Check the answers as a class. | **5. Work in pairs. Discuss and write a simple sentence from the two given sentences.**  **- T\_ Ss.**  **- Pair works**  **Key:**  **1.** We avoid sweetened food and soft drinks.  **2**. My dad and I love outdoor activities.  **3.** You should wear a hat and suncream.  **4.** My mother read and downloaded the health tips. | | **5. WRAP-UP & HOME WORK (2’)**  - Summarise the main points of the lesson.  - Call on some Ss to make simple sentences if time allows.  **\*HOME WORK**  - Make more simple sentences.  - Do more exercises in workbook.  - Prepare new lesson. COMMUNICATION.  **======================** | |  |  |  | | --- | --- | | **Date of planning**:…/…/ 2022  **Date of teaching:** ………..…  **WEEK:.....** | **Period ..... : UNIT 2 : HEALTHY LIVING**  **Lesson 5 : COMMUNICATION** |   **I. OBJECTIVE: By the end of this lesson, students will be able to gain the following things :**  **1. Knowledge:**  - Use the lexical items related to the topic *Healthy living.*  - learn how to ask for and give health tips  - practise using some grammar points and vocabulary related to the topic.  **+ Vocabulary:** Use the words about healthy activities and health problems; Pronouncing the sounds **/f/** and **/v/** correctly;  **+ Grammar:** - Recognise and write simple sentences;  **2. Competence:** Students will be able to practice listening and reading the conversation between Mi and Mark about healthy activities and health problems; Knowing more new words. Understanding the main idea of the conversation.  - Develop communication skills and creativity.  - Actively join in class activities.  **3. Qualities:** The loveof living things; The awareness about importance of healthy living.  - Be ready to talk about Healthy living  - Know some daily activities whether good or bad for health.  - Be benevolent and responsible  **II. TEACHING AIDS:**  - Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....  - Students : Text books, studying equipment….  - Computer connected to the Internet.  - Sach mem.vn  **III. PROCEDURE:**  **Notes:**  **In each activity, each step will be represented as following:**  *\* Deliver the task.*  *\* Implement the task.*  *\* Discuss.*  *\* Give comments or feedback.*   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION (3’-5’)** | | | **Everyday English Giving tips for health problems.**  **Aims:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.**  **\* Content:** Review the previous leson or have somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | | | **Teacher’s & Student’s activities** | **Content** | | **+ Greeting**  **+ GAME: BRAINSTORMING**  \* Teacher divides class into 2 teams and asks them to think of “health problems”.  \* Ss have 1 min to think of the words related to the topic or they can discuss with their partners.  \* Each member from each team turn by turn run to the board and write one word.  \* Teacher corrects their answers.  - The team which has more correct words will be the winner  - Tell Ss that they are going to learn how to give tips for health problems.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ GAME: BRAINSTORMING**  ***\* Suggested answers:***  Asthma, a backache, a broken leg, a cold, a cough, an earache, a headache, a sore throat, a toothache, sunburn, etc.  - Open their book and write . | | **2. PRESENTATION/ NEW LESSON (12’)** | | | ACTIVITY 1+ 2:  **- Aim: To introduce two ways to give tips for health problems and to allow Ss some practice.**  **\* Content:** To listen and read the conversation .Pay attention to the highlighted parts  **\* Outcome:** Ss will be able to learn some tips for health problems.  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **1. Listen and read the conversation. Pay attention to the highlighted parts**  **1**  Play the recording for Ss to listen and read the conversation about a health problem.  Tell them to pay attention to the highlighted parts. Elicit the structures giving tips. Have Ss practise the conversation in pairs  **2. Make similar conversations for the health problems below.**  - Ask Ss to work in pairs to make similar conversations, using the structures for giving tips.  Comment on their performance.  - **To give advice, you can use:**  -You should / shouldn't...  -You can...  - Move around to observe and provide help. Call on some pairs to perform in front of the class.  - Comment on their performance. | **1. Listen and read the conversation. Pay attention to the highlighted parts**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  \* ***Audio script - Track 71:***  A: My eyes are tired.  B: You can use eyedrops.  A: Yes.  B: And you shouldn't read in dim light.  A: Thank you.  **Structure: to give advice:**  - You should/ shouldn’t …  - You can …  - Do the tasks  - Make similar dialogues, using suggestions | | **3. PRACTICE (18’)** | | | ACTIVITY 3:  **Tips for a healthy life**  **Aim: To provide Ss with more knowledge about healthy living and help them practise the skill of reading for the main idea**  **\* Content:** Read the passage and choose the tittle for it.  **\* Outcome:** Ss can choose the title for the passage.  **\* Organisation :** | | | **Teacher’s Student’s activities** | **Content** | | **3. Read the passage and choose the correct title for it.**  - Have Ss read the text and choose the correct answer of the main idea for the text.  **A**. How to live long  **B**. What food to eat  - Ask Ss to explain their answers.  - Confirm the correct answers. | **3. Read the passage and choose the correct title for it.**  **- Work individually** to do this activity  **- Key: A** | | ACTIVITY 4:  **Aim: To help Ss identify the main points in a reading and talk about them.**  **\* Content:** Discussing and make the tips for a healthy life.  **\* Outcome:** Ss can make the tips for a healthy life.  **\* Organisation :** | | | **4. Work in pairs. Discuss and make a list of the tips which help the Japanese live long lives. Present it to the class.**  - Have Ss work in pairs.  - Ask Ss to discuss and take notes of the tips for for Japanese people's long life that they find in the text.  - Then call on 2 - 3 pairs to share their lists. | **4. Work in pairs. Discuss and make a list of the tips which help the Japanese live long lives. Present it to the class.**  **- Ss\_ Ss**  - Listen to the instructions clearly  - Copy them  **\* Suggested answer:**  The Japanese live long lives. The main reason is their diet.  (1) They eat a lot of fish and vegetable.  (2) They cook fish with little cooking oil. (3) They also eat a lot of tofu, a product from soybeans. Tofu has vegetable protein and vitamin B. It doesn't have any fat.  (4) The Japanese work hard and do a lot of outdoor activities too. This helps them keep fit. | | **4. FURTHER PRACTICE (8’)** | | | ACTIVITY 5:  **Aim: To help Ss practise giving health tips in their own context.**  **\* Content:** Further practice to make a list of tips that the Vietnamese can do to live longer.  **\* Outcome:** Toimprove speaking skills. Discussing and present it to the class.  **\* Organisation :** | | | **Teacher’s Student’s activities** | **Content** | | **5. Work in groups. Discuss and make a list of tips that the Vietnamese can do to live longer. Present it to the class. Does the class agree with you?**  - This is a task which allows Ss to apply what they have learnt so far in this unit (ideas, vocabulary and grammar) to find tips for a long life for Vietnamese people.  - Ask Ss to form groups of 4 - 5. Allow them some time to discuss and come up with some tips for how the Vietnamese can live longer.  - Ask them to take notes of the group's ideas. Then share them with the class.  - Invite some Ss to present their work.  - Comment on their answers. | **5. Work in groups. Discuss and make a list of tips that the Vietnamese can do to live longer. Present it to the class. Does the class agree with you?**  **- T\_ Ss**  - Listen carefully  - Work in pairs. Check the answers.  ***\* Suggested answers:***  **1**. avoid overeating  **2**. do more outdoor activities.  **3**. drink enough water  **4.** sleep before 10 p.m  **5**. eat more nuts.  **6**. do more exercises.  **7**. …  *– Go to bed early and get enough sleep.*  *– Eat more fruit and vegetables, and less fast food.*  *– Drink enough water, but not soft drink.*  *– Be active and exercise everyday.*  *–* ***...............*** | | **5. WRAP-UP & HOME WORK ( 2’)**  \* Ask Ss to summarise what they have learnt in the lesson. Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.  **\* HOME WORK**  - Practice talking about healthy living.  - Do more exercises in workbook.  - Prepare new lesson. SKIILS-1/ P.23  **================================** | |  |  |  | | --- | --- | | **Date of planning**::…/…/ 2022  **Date of teaching:** ………..…  **WEEK:.....** | **Period ..... : UNIT 2 : HEALTHY LIVING**  **Lesson 5 : SKILLS\_1/ Reading and Speaking** |   **I. OBJECTIVES: By the end of this lesson, students will be able to gain the following things:**  **1. Knowledge:**  - To develop Reading and Speaking skills.  - Reading for specific information about acne  - Talking about how to deal with some health problems.  **+ Vocabulary:** - Use the lexical items related to the topic *Healthy living.*  **+ Grammar:** Simple sentences .  **2. Competence:** Students will be able to practice reading and speaking skills. Identify and talk about the daily activities and decide if they are good or bad for health.  - Develop communication skills and creativity  - Develop presentation skill  - Actively join in class activities.  **3. Qualities:** The loveof living things; The awareness about importance of healthy living.  - Be ready to talk about Healthy living. Be benevolent and responsible.  **II. TEACHING AIDS:**  - Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....  - Students : Text books, studying equipment….  - Computer connected to the Internet.  - Sach mem.vn.  **III. PROCEDURE:**  **Notes:**  **In each activity, each step will be represented as following:**  *\* Deliver the task.*  *\* Implement the task.*  *\* Discuss.*  *\* Give comments or feedback.*   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION( 3’- 5’)** | | | **Aim:**  **Pre – reading**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.**  **\* Content:** Having somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | | | **Teacher’s activities** | **Student’s activities** | | **+ Greeting**  **+ Playing GAME**  **GAME: HANGMAN**    **S K I N C O N D I T I O N**  - Teacher divides class into 2 teams and asks them to think of the word which has 13 letters in it related the topic “health problems”.  - Ss have 1 min to think of the words related to the topic or they can discuss with their partners.  - Each member from each team turn by turn guesses the letter in the secret word.  - Teacher corrects their answers.  - The team which can find or guess the secret first will be the winner.  - Teacher leads students into the lesson by telling what they are going to learn: “We are going to read a passage about one of the most common “Skin condition” among teenagers.  - Lead to the new lesson: Reading and Speaking lesson about hobbies and their benefits.  - Introduce the objectives of the lesson. | **+ Greeting**  **+ Playing GAME**  **- T\_ Ss**  **GAME: HANGMAN**    **S K I N C O N D I T I O N**  - Playing game in 2 teams.  - Open their book and write the tittle of the lesson . | | **2. PRESENTATION/ NEW LESSON (12’)** | | | ACTIVITY 1: **Pre- reading**  **Aim: To introduce words related to skin conditions to Ss and help Ss have a general idea of what they are going to read.**  **\* Content:** Look at the picture and discuss and write words.  **\* Outcome:** Ss will be able to learn more some new words .  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **1. Work in pairs. Discuss and write each word or phrase under the correct picture. Which skin condition is the most common among teenagers?**  **\* Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Teacher may introduce the vocabulary by:   * - providing explanations of the words; * - showing picture illustrating the word.   + Providing the synonym or antonym of the words.   * + Providing the definition of the words   \* Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary.  - Ask Ss to look at the pictures first and ask if they know the skin condition shown in each picture. This does not cause difficulty since these problems are popular for teenagers.  - Then ask them to read the words / phrase and do the matching. Ask Ss to share their answers. Confirm the correct answers. | **1. Work in pairs. Discuss and write each word or phrase under the correct picture. Which skin condition is the most common among teenagers?**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **\* Vocabulary**  1. **acne** (n): [explanation] mụn trứng cá  2. **disease** (n): [explanation] bệnh tật  3. **serious** (a): [explanation] nghiêm trọng  4. **take care of** (phr v): [symnonym] chăm sóc  5. **pop** (v): [visual + explanation] nặn, bóp    **\* Key:**  **1**. chapped skin **2**. acne **3**. sunburn | | **3. While- reading (18’)** | | | ACTIVITY 2 :  **Aim: To help Ss develop their reading skill for specific information (scanning) and help them focus on the problem of acne.**  **\* Content:** Read the text and Do the matching .  **\* Outcome:** Ss get some specific information about the text. Do the matching correctly.  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **2. Read the passage and match the beginnings in A with the endings in B.**  - Have Ss read the text in detail to do the exercise.  - Elicit answers from Ss. If needed, tell them to follow these steps:  + Read the beginnings in A. They all start with 'acne' plus the verbs (is, affects, causes).  + Locate the part of the text where they find the information. They all appear right in the first paragraph. Read that part and do the matching.  - Tell Ss to compare their answers in pairs before giving the answers to **T**.  - Invite some Ss to share their answers. Confirm the correct answers. | **2. Read the passage and match the beginnings in A with the endings in B.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and learn how to do.  - **Ss work individually first.**  - Compare the answers with partners  - Give the answers    **\* Key: 1. b 2.d 3. a 4.c** | | ACTIVITY 3 :  **Aims: To help Ss further develop their reading skill for specific information (scanning).**  **\* Content:** Read the passage again and choose the correct answers.  **\* Outcome:** Improve reading skills. Ss get more information about acne.  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **3. Read the passage again and choose the correct answer A, B, or C.**  - Ask Ss to apply the techniques they use for 2: reading each question, locating where the information appears in the text, reading that part carefully and circling the correct answer.  - Have Ss compare their answers in pairs.  - Check and confirm the correct answers.  - Ask them to explain their answers.  - Confirm the correct answers. | **3. Read the passage again and choose the correct answer A, B, or C.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and follow them.  - Give the answer .  **\* Key:**  **1. A 2. C 3. B 4. B 5. A** | | **4. FURTHER PRACTICE/ APPLICATION (8’)** | | | ACTIVITY 4: ***( Follow up activity )***  **Speaking**  **Aim: To help Ss talk about how they apply the tips in the reading to themselves.**  **\* Content:** Read the passage. Pick the tips for acne which you can easily follow  **\* Outcome:** Ss read and pick the tips for acne; which tip they can easily follow.  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **4. Work in pairs. Read the passage again. Pick the tips which you can easily follow. Share your ideas with your partner.**  - Ask Ss to work in pairs. Tell them to focus on the tips for acne in the text.  - Allow them some time to talk about which tip they can easily follow.  - Go around and listen. Give help if needed.  - Then call on some Ss to share their answers with the class.  - If there is a tip they cannot follow, ask them to explain why not.  - This activity helps prepare Ss for **5.** | **4. Work in pairs. Read the passage again. Pick the tips which you can easily follow. Share your ideas with your partner**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and follow them.  **- Work in pairs**  - Practice speaking in front of the class. | | ACTIVITY 5:  **Aim: To provide Ss an opportunity to practise giving tips for health problems.**  **\* Content:** Read about the health problems. Discussing and making notes of some tips...  **\* Outcome:** Ss can make notes of some tips they can give each person.  **\* Organisation :** | | | **5. Work in groups. Read about the health problems below. Discuss and make notes of some tips you can give each person. Then share your ideas with the class**  - These health problems are common and Ss are expected to have some ideas about how to deal with them. Have Ss work in groups.  - Ask them to take turns to give tips for each health problem.  - Go around and listen. Give help if needed.  Then call on some groups to share their answers with the class.  - Encourage some Ss to speak in front of the class, the class comments on their classmate's content, pronunciation, fluency, language (grammar, use of words, etc.), body language.  - T can help the class give feedback.  - Comment on Ss' answers.  - Have students give comments on their friends and vote for the most interesting and informative presentation.  - Teacher gives feedback and comments. | **5. Work in groups. Read about the health problems below. Discuss and make notes of some tips you can give each person. Then share your ideas with the class**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and follow them.  **- Practice speaking** in front of the class.  ***Suggested tips:***  **1.** Use some lip balm.  - Use coconut oil.  **2.** Eat less fast food, beef, and ice cream.  - Eat more fruit and vegetable.  **3**. Get enough sleep, 7 - 8 hours a day.  - Don't go to bed too late.  **4**. Keep warm and stay in bed.  - Drink plenty of water and eat light food.  **5.** Avoid washing your hair every day.  - Take vitamins. | | **5. WRAP-UP & HOME WORK (2’)**  + Have Ss summarise what they have learnt in the lesson with the two skills.  - Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.  **\* HOME WORK.**  - Practice telling about your future houses.  - Do more exercises in workbook.  - Prepare new lesson. **Skills 2.**  **===============================** | |  |  |  | | --- | --- | | **Date of planning**:…/…/ 2022  **Date of teaching:** ………..…  **WEEK: 1** | **Peroid 7: UNIT 2 : HEALTHY LIVING**  **Lesson 6 : SKILLS 2/ Listening and Writing** |   **I. OBJECTIVES: By the end of this lesson, students will be able to gain the following things**  **1. Knowledge:**  - To develop listening and writing skills.  - Use the lexical items related to the topic *Healthy living.*  - Listen for specific information about some advice about healthy habits.  + Write some advice to avoid viruses.  **+ Vocabulary:** - Use the lexical items related to the topic *Healthy living.*  **+ Grammar:** Simple sentences .  **2. Competence:** Students will be able to practice reading and speaking skills. Identify and talk about the daily activities and decide if they are good or bad for health.  - Develop communication skills and creativity. Be supportive in pair work and team work  - Actively join in class activities.  **3. Qualities:** The loveof living things; The awareness about importance of healthy living.  - Be ready to talk about Healthy living. Be benevolent and responsible.  **II. TEACHING AIDS:**  - Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....  - Students : Text books, studying equipment….  - Computer connected to the Internet.  - Sach mem.vn.  **III. PROCEDURE:**  **Notes:**  **In each activity, each step will be represented as following:**  *\* Deliver the task.*  *\* Implement the task.*  *\* Discuss.*  *\* Give comments or feedback.*   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION (3’-5’)** | | | **Aims:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.**  **\* Content:** Review the previous lesson or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | | | **Teacher’s & Student’s activities** | **Content** | | **+ Greeting**  **+ Chatting**  - Teacher writes on the board the word “Healthy habits” and asks Ss some questions:  + What does this word mean?  + What do we do to have “healthy habits”?  + Can you name some “healthy habits?”  - Ss think of these questions and discuss with their partners if needed.  - Teacher calls some students to give their answers.  - Teacher listens and give comments.  - Ask Ss to open their book and introduce what they are going to study….  - T leads in the lesson. | **+ Greeting**  **+ Chatting**  **+ T\_ Ss**  - Students(Ss)listen and answer the teacher’s or friend’s questions  - Listen and know what they are going to learn.  - Open their book and write the tittle of the lesson | | **2. PRESENTATION/ NEW LESSON (12’)** | | | ACTIVITY 1: **Pre-listening**  **Aim: To help Ss brainstorm the topic and prepare for the listening text.**  **\* Content:** Discussing.  **\* Outcome:** Ss can get some information about the habits are good for your health.  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **1. Work in pairs. Discuss and tick (**✓**) the habits you think are good for your health**  - Ask Ss to work in pairs.  - Ask them to read the sentences and discuss if they are good or bad for their health.  - Call on some Ss to share their answers. | **1. Work in pairs. Discuss and tick (**✓**) the habits you think are good for your health**    **- T\_ Ss**  \* **Suggested answers:** Good for health: 2, 3 | | **3. While-listening** **(18’)** | | | ACTIVITY 2 : **While-listening**  **Aim: To help Ss develop their skill of listening for specific information.**  **\* Content:** Listen and tick (✓) the habits  **\* Outcome:** To get specific information about correctly.  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **2. Listen and tick (**✓**) the habits mentioned**  - Have Ss read the categories of habits. This helps them have some ideas of what they are going to listen to and the information they need for answering the questions.  - Play the recording twice for Ss to do the exercise. For stronger classes, ask Ss to take notes of the information to explain their answers.  - Have Ss share their answers in pairs.  - Invite some pairs to answer and confirm the correct ones.  - Play the recording again if needed, stopping at places where students are having difficulties.  - Ask for Ss' answers and write them on the board next to their guesses. | **2. Listen and tick (**✓**) the habits mentioned**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and learn how to do it.  - Ss work independently to guess then listen to the recording once to check their guess.  - Give the answers  **\* Key:**  - Categories mentioned: 1, 2, 4, 5, 7 | | ACTIVITY 3: **Writing**  **\* Pre -** **Writing**  **Aim: To help Ss further develop their skill of listening for specific information.**  **\* Content:** Do the filling about the hobbies  **\* Outcome:** Do the Filling about their own hobbies correctly.  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **3. Listen again and give short answers to the questions**  - Have Ss read the questions and determine what information they need for answering the questions. Remind them that the questions ask for short answers.  - Play the recording once or twice more for Ss to do the exercise.  - Have Ss share their answers in pairs.  - Invite some pairs to answer and confirm the correct ones.  - Play the recording again if needed, stopping at the places where students are having difficulties.  - T and other Ss listen and make comments. | **3. Listen again and give short answers to the questions**  **- Work in pairs**  - Listen carefully and learn how to write  **\*Key:**  **1**. disease **2**. (a lot of) vitamins  **3**. 8/eight hours/hrs **4.** tidy and clean  **5.** When the weather is fine. / On fine days. | | **4. APPLLICATION (8’-10’)** | | | ACTIVITY 4: **While -** **Writing**  **Aim: To help Ss make simple notes of what they have listened to.**  **\* Content:** Write a paragraph of about 70 words about Ss’s hobbies.  **\* Outcome:** Use information in 3 Ss can write a paragraph about about their hobbies.  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **4. Work in groups. Discuss and make notes of the tips from the listening. Then share them with the class.**  - Tell Ss to work in groups.  - Ask them to discuss and make notes of the tips they can remember from the listening.  - Encourage Ss to write in full sentences:  e.g. Don't eat too much meat and cheese.  - Move around and offer help if needed.  - Invite some Ss to share their answers.  - The class gives their comments. | **4. Work in groups. Discuss and make notes of the tips from the listening. Then share them with the class.**  - Listen carefully and learn how to write  **- Work in groups.**  e.g. Don’t eat too much meat and cheese. | | ACTIVITY 5: **While -** **Writing**  **Aim: To help Ss practise writing a passage to give advice on how to avoid viruses.**  **\* Content:** Write a passage of about 70 words to give advice on how to avoid viruses.  **\* Outcome:** Using information, Ss can write a passage of about 70 words to give advice on how to avoid viruses.  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **5. Write a passage of about 70 words to give advice on how to avoid viruses**  - T can write the words *flu, COVID 79*, etc. on the board as examples of diseases caused by viruses. This helps them have an idea about the kind of disease they are seeking advice about.  - Ask Ss to look at the pictures and read the advice.  - Check their understanding. Then allow them some time to write out the passage  - Encourage Ss to add some more tips.  - Go round and offer help if needed.  - Call on some Ss to read aloud their writings.  - Check them as a class.  **\* Post - Writing**  - T may have students do their writing on large sheets of paper and organize a class gallery for students to display their writings on the board. Then students can go around to see their friends’ work, give and receive comments.  - If time is limited, T may ask Ss to write the final version at home.  - Other Ss and T comment on the writing. | **5. Write a passage of about 70 words to give advice on how to avoid viruses**  - Listen carefully and learn how to write  **- Write themselves/ individually**    **\* Sample answer:**  *We can do a lot of things to avoid viruses. First, always keep your surroundings clean. Sweep your house, clean your furniture, and change your pillow covers and bed sheets often. Remember to take a bath daily. Wash your hands with soap regularly. Drink a lot of water and eat more fruit and vegetables. Exercise three times a day for at least 15 minutes each time. When you go out wear a mask and avoid crowds.* | | **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to summarise what they have learnt in the lesson. Have Ss look at the objectives written on the board at the beginning of the lesson and tick the objectives they can do.  Encourage Ss not to refer back to the unit. Ask them to keep a record of their answers to each exercise so that they can use that information to complete the self-assessment table at the end of the unit.  **\* HOME WORK.**  - Finish writing . Copy in the note books.  - Do more exercises in workbook.  - Prepare new lesson. LOOKING BACK  **=======================** | |  |  |  | | --- | --- | | **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK: .....** | **Period ..... : UNIT 2 : HEALTHY LIVING**  **Lesson 7 : LOOKING BACK & PROJECT** |   **I. OBJECTIVES: By the end of this lesson, students will be able to gain the following things**  **1. Knowledge:**  - To revise and Practice simple sentences.  - Review the vocabulary and grammar of Unit 2  - Apply what they have learnt (vocabulary and grammar) into practice through a project  **+ Vocabulary:** - Use the lexical items related to the topic *Healthy living.*  **+ Grammar:** Simple sentences .  **2. Competence:** Students will be able to identify and talk about the daily activities and decide if they are good or bad for health.  - Develop communication skills and creativity. Be supportive in pair work and team work  - Actively join in class activities.  **3. Qualities:**- The awareness about importance of Healthy living.  - Be ready to talk about Healthy living. Be benevolent and responsible.  - Develop self-study skills  **II. TEACHING AIDS:**  - Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....  - Students : Text books, studying equipment….  - Computer connected to the Internet.  - Sach mem.vn.  **III. PROCEDURE:**  **Notes:**  **In each activity, each step will be represented as following:**  *\* Deliver the task.*  *\* Implement the task.*  *\* Discuss.*  *\* Give comments or feedback.*   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION(3’)** | | | **Aims:**  **- To create an active atmosphere in the class before the lesson;**  **\*** *This is the review and drill section of the unit. Encourage Ss not to refer back to the unit pages. Instead they can use what they have learnt during the unit to help them answer the questions.*  *- That will help you and your Ss see how far they have progressed, and which areas need further practice.*  **\* Content:** Review the previous lesson or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | | | **Teacher’s & Student’s activities** | **Content** | | **+ Greeting**  **BRAINSTORMING**  - Teacher asks Ss to think of what they have learnt already in Unit 2.  - Ss work in pairs to do the task.  - Teacher calls some students to retell.  - Teacher confirms and leads them to do all the exercises in books  - Ss give answer.  - T monitors and gives feedback.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **BRAINSTORMING**  **- T\_ Ss; S\_S**  - Students **(Ss)** listen and learn how to do.  - Open their book and write . | | **2. PRESENTATION/ NEW LESSON ( 25’)** | | | **PRACTICE EXERCISES**  ACTIVITY 1: **Vocabulary**  **Aim: To help Ss revise the vocabulary items (verbs) they have learnt in the unit.**  **\* Content:** Revision on the words about hobbies. Complete the sentences with verbs below.  **\* Outcome:** Review the words/ phrases. Complete the sentences correctly.  **\* Organisation :** Teacher’s instructions… | | | **Teacher’s & Student’s activities** | **Content** | | **1. Complete the sentences with the verbs below.**  *(Ex 1, p. 26 )*  - Have Ss read the verbs in the box and see if they still remember their meanings.  - Let Ss do this activity individually, then compare their answers with their partners.  - Ask for Ss' answers.  - Confirm the correct answers | **1. Complete the sentences with the verbs below.** *(Ex 1, p. 26 )*  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **\* *Answer key:***  **1**. keep **2**. affects  **3.** avoid  **4**. are  **5**. exercise | | ACTIVITY 2:  **Aim: To help Ss revise the vocabulary items (adjectives) they have learnt in the unit.**  **\* Content:** Write words next to their definitions.  **\* Outcome:** Ss can write words next to their definitions correctly.  **\* Organisation :** | | | **2. Write the words below next to their definitions.**  - Have Ss read the adjectives in the box and see if they still remember their meanings.  - Ask them to read each definition and write the word next to it.  - Let Ss do this activity individually, then compare their answers with their partners.  - Ask for Ss' answers.  - Confirm the correct ones.  - Check the answers as a class. | **2. Write the words below next to their definitions.**  **- Ss work individually.**  - Do the tasks freely.  **Key:**  1. active 2.healthy 3.Tidy  4. Fit **5.** dirty | | ACTIVITY 3 : **Grammar**  **Aim: To help Ss revise simple sentences.**  **\* Content**: Revision on Simple sentences.  **\* Outcome:** Ss can tick the Simple sentences correctly  **\* Organisation :** Teacher’s instructions… | | | **Teacher’s & Student’s activities** | **Content** | | **3. Tick (**✓**) the simple sentences.**  - Remind Ss of simple sentences first by writing two sentences (one simple and one compound) on the board and ask them which one is the simple sentence.  - Allow them 1 - 2 minutes to read the **Remember!** box in **A CLOSER LOOK 2** if needed.  - Have Ss do the exercise individually, and then exchange their answers with a classmate.  - Confirm the correct answers.  - Go round and offer help if needed. | **3. Tick (**✓**) the simple sentences.**  **- T\_ Ss**  - Listen to the instructions clearly  - Do exercise individually and then compare their answers.  - Copy  **\* Key:**  **+ Simple sentences: 2, 3, 5** | | ACTIVITY 4:  **Aim: To help Ss revise simple sentences.**  **\* Content:** Change the sentences into simple ones  **\* Outcome:** Ss understand more simple sentence. Change the sentences correctly.  **\* Organisation :** | | | **4. Change the following sentences into simple ones.**  - Ask Ss to read each original sentence and decide how to write a simple sentence from it by identifying the main parts of the new sentence.  - Have Ss do this exercise individually.  - T may call 1 - 2 Ss to write the sentences on the board. Then check Ss' answers.  - Explain if needed.  - T and other Ss listen and make comments.  - Check and confirm the correct answers. | **4. Change the following sentences into simple ones.**  **- T\_ Ss**  **\*Key :**  **1.** Both you and your brother are active.  **2**. Your room looks dark and untidy.  **3**. The Japanese work hard and exercise regularly.  **4**. My mother eats a lot of fruit and vegetables. | | **3. PRODUCTION/ APPLICATION (12’-15’)** | | | **Aim: To helps Ss improve their abilities to work individually and in a team. It extends their imagination in field related to the unit topic if possible.**  **- To help Ss identify a bad habit for healthy living in their school and offer some tips to change that habit.**  **\* Content:** Prepare the projects and then Present them in front of the class.  **\* Outcome:** Ss identify a bad habit for healthy living in their school and offer some tips to change that habit.  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **\* PROJECT:**  - Ss work in groups.  - Discuss and list some of bad habits Ss do to their school environment.  - Choose one, then work out some tips to reduce or get rid of it.  - Find or draw a picture to illustrate the bad habit and write the tips on a large piece of paper.  - Present it to the class.  - If time is limited, T can assign the project in earlier lessons such as in GETTING STARTED.  - Make sure you guide them carefully and check their progress after each lesson.  - In the last lesson (LOOKING BACK), ask Ss to present their poster.  - Get them to share their posters in pairs or groups.  - Select some Ss to show their posters in front of the class and tell what the appliances will do in their future houses.  - The class gives comments.  - Don't focus on or correct Ss language mistakes. This is an opportunity for them to experiment with the language  - T comments. | **- T\_ Ss**  **\*\* Ss should prepare the project as assign groups in the previous lessons beforehand.**  - Listen to the teacher’s instructions carefully.  - Do the tasks . Prepare the at home beforehand.  - Ss should finish the project in class, assign groups in the previous lessons. | | **4. WRAP-UP & HOME WORK(2’)**  \* Ask Ss to complete the self-assessment table.  - Identify any difficulties, weak areas, and provide further practice.  **\* HOME WORK**  - Do more exercises in workbook.  - Make more Simple sentences . Prepare UNIT 3: COMMUNITY SERVICE  **=======================** | |  |  |  | | --- | --- | | **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK:** | **UNIT 3: COMMUNITY SERVICE**  **Period 2 : Lesson 1: GETTING STARTED**  **SOUNDS LIKE GREAT WORK!** |   **I. OBJECTIVES: \* By the end of this lesson, Ss will be able to gain:**  - Use the words related to community activities;  - Pronounce the sounds /t/, /d/, /id/ correctly;  - Use the past simple to talk about past activities;  - Give compliments;  - Read for specific information about community activities at a school;  - Talk about the reasons why students join different community activities;  - Listen for specific information about some community activities and their benefits;  - Write an email about community activities one did last summer.  **1. Knowledge:**  - To introduce the topic “Community service”. To practice listening and reading.  - An overview about the topic “Community service”  - Lexical items related to community activities  **+ Vocabulary:** Use the lexical items related to community activities.  *-* ***“Community service”*** (*work that people do without payment to help other people*); *community activity ; donate; nursing home ; homeless; elderly; nursing; orphanage; proud.....*  *-* Pronouncing the sounds /t/, /d/, and /id/ .  **+ Grammar:** - Past simple  **2. Competence:** Students will be able to pratice listening and reading the conversation between Minh and Tom , who are talking about community activities in their school.  - Develop communication skills and enhance awareness of preserving the culture  - Be co-operative and supportive in pair work and teamwork.  - Actively join in class activities.  **3. Qualities:** - To educate the voluntarily participation in community service or community activities. Raise students’ awareness of the need to keep their neighbourhood green.  - Develop self-study skills.  **II. TEACHING AIDS:**  - Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....  - Students : Text books, studying equipment….  - Computer connected to the Internet.  - Sach mem.vn  **III. PROCEDURE:**  **Notes: In each activity, each step will be represented as following:**  *\* Deliver the task.*  *\* Implement the task.*  *\* Discuss.*  *\* Give comments or feedback.*   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 3’- 5’)** | | | **Aims:**  **- To create a friendly and atmosphere in the class before the lesson;**  **- To lead into the new unit**  **\* Content:** Tohave somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  **\* Outcome:** Having a chance to speak English.  **\* Organisation :** Teacher’s instructions … | | | **Teacher’s Student’s activities** | **Content** | | **+ Greeting**  **+ *Picture describing***  \* Teacher shows the picture and asks students questions:  *- What can you infer from this picture?*  - Students raise hands to answer the questions.  - Teacher and students discuss the questions.  - Teacher accepts all students’ questions and explains the term *“****Community service****”* (*work that people do without payment to help other people).*  - T encourages Ss to talk in English as much as possible  - Lead to the new unit. Write the unit title *Community Service* on the board.  - Ask Ss to guess what they are going to learn about in this unit. Then write community activities and ask Ss to give any words or phrases they know related to these activities.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ *Picture describing***  **- T\_Ss.**  Community &amp; Preventive Dentistry - JCD Dental College  + Students **(Ss)** listen and learn how to do the tasks.  - Answer the teacher’s questions  - Open their book and write . | | **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | | | ACTIVITY 1:  **Aims: To set the context for the introductory conversation;**  **- To introduce the topic of the unit.**  **\* Content:** Learn some new words . Read the conversation and find out new words.  **\* Outcome:**Knowing more new words. Understanding the conversation; topic of the lesson, grammar points…  **\* Organisation :** Teacher’s instructions.. | | | **Teacher’s Student’s activities** | **Content** | | **1. Listen and read:** *(Ex 1, p. 28)*  **Set the context:** Have Ss look at the conversation and the picture, and answer some questions, e.g. *What can you see in the pictures? Where do you think the boys and the girls are? What do you think they are doing?* Encourage Ss to answer, but do not confirm whether their answers are right.  - **Play the recording twice** for Ss to listen and read along. Then invite some pairs of Ss to read the conversation aloud.  - Refer to the questions previously asked. Confirm the correct answers:  + In picture 1: I can see a boy with a box. He is arranging books and toys (and may be clothes).  + In picture 2: I can see a girl and some small children. They are in a classroom. The girl is teaching the small children.  + In picture 3: I can see two girls and a boy. They are in the garden. They are gardening.  - To help Ss understand the main idea of the conversation, ask Ss to answer the question: *What are Tom and Minh talking about?* (*They are talking about community activities in their school.)*  **\*Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the “Rub out and remember” checking technique.  + Teacher checks students’ pronunciation and gives feedback. Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further.  - Call on some groups of Ss **to read the conversation aloud.** | **1. Listen and read**  **- T\_Ss**   |  |  | | --- | --- | |  |  |     **\* Vocabulary**  **1. community activity** (n.phr.) hoạt động cộng đồng  **2. donate** (v) quyên góp, ủng hộ  **3. nursing home** (n.phr.) viện dưỡng lão  **4. homeless** (adj) vô gia cư  **5. pick up** (v) nhặt rác  **6. teach - taught** (v) Dạy học.  - Listen carefully and read aloud. | | **3. PRACTICE ( 15’)** | | | ACTIVITY 2:  **Aim: To help Ss read for specific information about Minh and Tom's community activities.**  **\* Content:** Listen and read the conversation.Tick the appropriate box.  **\* Outcome:** Understanding more the conversation; vocab,; grammar points…  **\* Organisation :** | | | **Teacher’s Student’s activities** | **Content** | | **2. Read the conversation again and tick (**✓**) the appropriate box.**  - Ask Ss to underline the words and phrases about community activities in the conversation. For example, Ss can underline the phrase pick up litter.  - Then ask them to work in pairs to read the conversation.  - Have pairs tick the appropriate boxes. Ask pairs to say the answers aloud: Mirth's club picks up litter; Tom's club donates books, etc.  - Make sure they pronounce the words / phrases correctly.  - Check the answers as a class. | **2. Read the conversation again and tick (**✓**) the appropriate box.**  **- T\_Ss**  **- Work individually.**  - Give the answers  **\* Key:**   |  |  |  | | --- | --- | --- | | **Community activity** | **Minh’s club** | **Tom’s club** | | **1.** picking up litter | ✓ |  | | **2.** planting vegetables | ✓ |  | | **3.** donating books |  | ✓ | | **4.** donating vegetables | ✓ |  | | **5.** teaching English |  | ✓ | | | ACTIVITY 3:  Aims:  **- To help Ss use phrases related to community activities;**  **- To help Ss further understand the text.**  **\* Content:** Complete the pictures with the verbs.  **\* Outcome:** SS know more the use of words and phrases in context.  **\* Organisation :** | | | **3. Complete the phrases under the pictures with the verbs below.**  - Ask Ss to work individually to complete the phrases under the pictures with the given verbs.  - Ask Ss to say the phrases aloud. Make sure they pronounce the words and phrases correctly.  - Check the answers as a class. | **3. Complete the phrases under the pictures with the verbs below.**  **- T\_ Ss**  - Listen to the instructions clearly  - **Ss to work independently**  - Copy them  **\* Key:**  **1**. pickup **2**. help **3**. recycle  **4.** donate **5**. clean | | ACTIVITY 4:  **Aim: To help Ss use the vocabulary related to community activities in the right contexts**  **\* Content:** Complete the sentences with correct words or phrases.  **\* Outcome:** Ss know more some words about community activities.  **\* Organisation :** | | | **4. Complete the sentences with the correct words or phrases below.**  - Ask Ss to work independently to complete each sentence with a word or phrase from the box.  - Allow Ss to refer to the pictures and phrases in 3 or the conversation if needed.  - T may instruct them where to find the correct words / phrases, e.g. by looking for where the sentences appear in the conversation or in 3.  - Check the answers as a class.  - Ask several Ss to read aloud the full sentences. Correct Ss' pronunciation if needed. | **4. Complete the sentences with the correct words or phrases below.**  **- T\_ Ss. Work independently**  **- Ss do themselves**  **\* Key:**  **1**. homeless children **2**. Litter  **3**. old people **4**. taught  **5**. planted | | **4. PRODUCTION/ FURTHER PRACTICE ( 8’)** | | | ACTIVITY 5:  **Aims:**  **- To help Ss review and reuse the learnt vocabulary;**  **- To create a fun atmosphere in the class.**  **\* Content:** Review and reuse the vocabulary.  **\* Outcome:** Ss can remember the words. Learn more new words.  **\* Organisation :** | | | **Teacher’s Student’s activities** | **Content** | | **5. GAME: Vocabulary Ping-pong.**  - Ask Ss to play in teams of five or six players.  - Instruct Ss to play the Vocabulary Ping-pong game: Ask Ss to think of the topic Community Service. One student from team A shouts out a word related to the topic. Then one student from team B makes a sentence with that word. Then switch roles. The team that cannot give a word or make a correct sentence loses and the other team gets a point.  - Point out the example in the Student's Book:  A: Litter.  B: We often pick up litter in the park.\_Trees.  A: We plant trees in our school every year. \_Book.  ........  - Stop the game when time is up. The team that makes the most correct sentences wins. | **5. GAME: Vocabulary Ping-pong.**  - Work in groups of five or six.  + Listen to the instructions carefully and do the tasks.  **A**: Litter.  **B:** We often pick up litter in the park. \_Trees.  **A**: We plant trees in our school every year. Book.  ........... | | **5. WRAP-UP & HOME WORK (2’)**  - Refer to the unit title again then together with Ss, orally list the community activities Ss do at  school.  - Ask Ss to say several words or phrases about community activities that they remember from the lesson.  **\* HOME WORK**  - Read again the conversation on page 28.  - Do more exercises in workbook.  - If there is a projector in the classroom, show the conversation, highlight the key words related to the topic. It would be helpful if T highlights the past simple, and the words in the conversation and tells Ss that they will learn these language points in the upcoming lessons…..  **=========================** | |  |  |  | | --- | --- | | **Date of planning**:………….  **Date of teaching:** ………..…  **WEEK:** | **Peroid .....: UNIT 3: COMMUNITY SERVICE**  **Lesson 2 : A CLOSER LOOK - 1** |   **THIS UNIT INCLUDES:**   |  |  | | --- | --- | | **Vocabulary**  - Community activities  **Pronunciation:**  - Pronunciation Sounds: /t/, /d/, and /id/  **Grammar**   * Past simple | **Skills:**  - Reading about community activities at a school  - Talking about the reasons why students join different community activities  - Listening to a talk about some community activities and their benefits  - Writing an email about community activities one did last summer  **Everyday English**  - Giving compliments |   **I. OBJECTIVE: By the end of this lesson, students will be able to gain the following things :**  **1. Knowledge:**  - To introduce topic of the lesson *Community serv ice.* To teach some new words .  - Vocabulary: Use words related to community activities.  - Pronunciation: Correctly pronounce the sounds: /t/, /d/, /ɪd/ in isolation and in context.  **+ Vocabulary**: Use the lexical items related to community activities.  *-* Pronouncing the sounds /t/, /d/, and /id/ .  **+ Grammar:** - Past simple  **2. Competence:** Students will be able to practice listening for specific information about some community activities and their benefits; Practicing writing an email about community activities one did last summer.  - Develop communication skills and creativity.  - Be co-operative and supportive in pair work and teamwork.  - Actively join in class activities  **3. Qualities :** - Raise students’ awareness of the need to keep their neighbourhood green.  - Have the good attitude to working in groups, individual work, pair work, cooperative learning.  - Develop self-study skills.  **II. TEACHING AIDS:**  - Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....  - Students : Text books, studying equipment….  - Computer connected to the Internet.  - Sach mem.vn  **III. PROCEDURE:**  **Notes: In each activity, each step will be represented as following:**  *\* Deliver the task.*  *\* Implement the task.*  *\* Discuss.*  *\* Give comments or feedback.*   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION (5’)** | | | **Vocabulary**  **Aim: To introduce some verbs and verb phrases that are often used to describe community activities.**  **\* Content:** Review the previous lesson. **Guessing game**  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | | | **Teacher’s & Student’s activities** | **Content** | | **+ Greeting**  **+ Playing game: Matching game**  \* Teacher has students play in two groups and explains the game rules.  - Each group will have a list of verbs and nouns. Students match the verbs they have with the correct nouns.  -Teacher and students discuss the answers. The group with the most correct answers wins.  -Teacher confirms the answers and gives feedback.  - Show the winners.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Playing game : Matching game**  **- T\_ Ss**  - Students **(Ss)** listen and learn how to do.  ***Set of word cards:***   |  |  |  | | --- | --- | --- | | **recycle** | **help** | **plant** |  |  |  |  |  | | --- | --- | --- | --- | | trees | vegetables | small children | old people | | books | bottles | litter | homeless children |   - Open their book and write . | | **2. PRESENTATION/ NEW LESSON (12’)** | | | ACTIVITY 1:  **Aim: To introduce some verbs and verb phrases that are often used to describe community activities.**  **\* Content:** Teach some new words . Match a verb in **A** with a word or phrase in **B**  **\* Outcome:** Ss know more new words. Learn how to use them . Do the Matching correctly.  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **1. Match a verb in A with a word or phrase in B.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Teacher may introduce the vocabulary by:   * providing explanations of the words; * showing picture illustrating the word.   + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary  - Have Ss read aloud the verbs in A and words / phrases in B.  - Ask Ss to work in pairs to match the verbs in A with words / phrases in B. The only new word is tutor, and it can also be inferred when all other options have been matched.  - Tell Ss that to tutor means to teach.  - Invite Ss to take turns to read out their answers. Correct their pronunciation if needed.  - Check the answers as a class.  - T can also ask Ss to add more words / phrases to the verbs to make up other activities they can do. This way, T can broaden Ss' vocabulary if they are ready. | **1. Match a verb in A with a word or phrase in B.**  **- T\_ Ss**  **\* Vocabulary:**  **1.** exchange (v) trao đổi  **2.** pick up (phr. v.) nhặt lên  **3**. tutor (v) dạy kèm  .......  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **\* Key:**  **1. e 2. a 3. d 4. c 5. b** | | **3. PRACTICE (15’)** | | | ACTIVITY 2:  **Aim: To allow Ss to use the learnt words / phrases in contexts**  **\* Content:** Complete the sentences with a suitable word or phrase.  **\* Outcome:** Ss can complete the sentences correctly. Learn how to use the words.  **\* Organisation :** | | | **Teacher’s Student’s activities** | **Content** | | **2. Complete each of the sentences with a suitable word or phrase from the box.**  - Ask Ss to work individually to complete each of the sentences with a suitable word / phrase from the box. All of these words / phrases have been learnt in 1.  - Check the answers as a class.  - Have some Ss read aloud the complete sentences.  - Correct Ss' pronunciation if necessary. | **2. Complete each of the sentences with a suitable word or phrase from the box.**  - Listen carefully and learn how to do.  - Give the answer  **\* Key*:***  **1. litter 2. used paper for notebooks**  **3. water 4. donate 5. tutor** | | ACTIVITY 3:  **Aim: To have Ss practise producing full sentences using the learnt phrases.**  **\* Content:** Write full sentences under the correct pictures  **\* Outcome:** Ss can write full sentences under the correct pictures correctly:  **\* Organisation :** | | | **3. Use the phrases from the box to write full sentences under the correct pictures.**  - Ask the whole class to read aloud the six phrases. Correct their pronunciation if necessary.  - Ask Ss to work in pairs to describe the pictures, using the given phrases. Ask some Ss to re-describe the pictures to the class.  - Then ask them to work individually to write full sentences, using the given phrases. Then they share their answers with a partner.  - Check the answers as a class.  - T can also ask some Ss to write answers on the board, then check their answers as a class.  - T and other Ss give comments.  **\* Key:**  **1**. She's reading books to the elderly.  **2**. They're giving gifts to old people.  **3**. He's exchanging used paper for notebooks.  **4**, They're donating clothes to poor children.  **5.** She's planting trees in the park. | **3. Use the phrases from the box to write full sentences under the correct pictures.**  - Ss to **work individually.**        **\* Key** | | **II. PRONUNCIATION: (10’)**  **Sounds /t/, /d/, and /id/**  ACTIVITY 4  **Aims:**  **- To help Ss identify how to pronounce the sounds /t/, /d/, and /id/;**  **- To help Ss practise pronouncing the sounds in words.**  **\* Content:** Listen and repeat the word to pay attention to the sounds: **/t/, /d/, and /id/.**  **\* Outcome:** Ss can learn how to pronounce the sounds: **/t/, /d/, and /id/.**  **\* Organisation :** | | | **Teacher’s Student’s activities** | **Content** | | **4. Listen and repeat. Pay attention to the sounds /t/, /d/, and /id/.**  - Have Ss listen to the recording once first. Then ask Ss to read out the words.  - Play the recording for them to listen again and repeat each word as a class, then as individuals.  - Play the recording as many times as possible.  - Call on some Ss to say the words In front ofthe class.  - Check their pronunciation If necessary.  - Call on some Ss to read the words aloud. | **4. Listen and repeat. Pay attention to the sounds /t/, /d/, and /id/.**  - Listen carefully  - Listen and repeat  **\* Audio script- track:**   |  |  |  | | --- | --- | --- | | **/t/** | **/d/** | **/id/** | | cooked  passed  helped | watered  cleaned  voluteered | collected  donated  provided | | | **4. FURTHER PRACTICE (8’)** | | | ACTIVITY 5:  **Aim: To help Ss practise pronouncing the sounds /t/, /id/, and /id/ in sentences.**  **\* Content:** Listen and pay attention to the underlined parts  **\* Outcome:** Ss will be able to pronounce the sounds correctly.  **\* Organisation :** | | | **5. Listen to the sentences and pay attention to the underlined parts. Tick (**✓**) the appropriate sounds. Practise the sentences.**  - Have some Ss read the sentences first. Ask them to pay attention to the underlined parts.  - Play the recording for Ss to listen then have them tick the appropriate sounds.  - Invite some Ss to share their answers. Confirm the correct ones.  - Play the recording again and ask Ss to repeat each sentence after the recording.  - Correct Ss if necessary.  - Call some Ss to read the sentences individually.  - Comment on their pronunciation . | **5. Listen to the sentences and pay attention to the underlined parts.Tick (**✓**) the appropriate sounds. Practise the sentences.**  **- T\_ Ss**  **- S do the tasks**  **\* Audio script**  **\* Key + Audio script-Track 16:** | | **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to summarise what they have learnt in the lesson.  - Ask them to list some phrases about community activities they learnt in the lesson.  - Ask them to list some verbs in the past simple, paying attention to their pronunciation.  **\* HOME WORK**  - remember some verbs in the past simple  - Do more exercises in workbook.  - Prepare new lesson. A CLOSER LOOK\_2  **=======================================** | |  |  |  | | --- | --- | | **Date of planning**:………….  **Date of teaching:** ………..…  **WEEK:** | **Peroid .....: UNIT 3: COMMUNITY SERVICE**  **Lesson 2 : A CLOSER LOOK -2** |   **I. OBJECTIVE: By the end of this lesson, students will be able to gain the following things :**  **1. Knowledge:**  - Understand the use of the past simple tense.  - Practice using the past simple to talk about past activities.  **+ Vocabulary**: Use the lexical items related to community activities.  *-* Pronouncing the sounds /t/, /d/, and /id/ .  **+ Grammar:** - Past simple tense.  **2. Competence:** Students will be able to practice listening for specific information about some community activities and their benefits; Practicing writing an email about community activities one did last summer.  - Develop communication skills and creativity.  - Be co-operative and supportive in pair work and teamwork.  - Actively join in class activities  **3. Qualities :** - Raise students’ awareness of the need to keep their neighbourhood green.  - Have the good attitude to working in groups, individual work, pair work, cooperative learning.  - Develop self-study skills.  **II. TEACHING AIDS:**  - Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....  - Students : Text books, studying equipment….  - Computer connected to the Internet.  - Sach mem.vn  **III. PROCEDURE:**  **Notes: In each activity, each step will be represented as following:**  *\* Deliver the task.*  *\* Implement the task.*  *\* Discuss.*  *\* Give comments or feedback.*   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION (5’)** | | | **Aims:**  **- To create an active atmosphere in the class before the lesson;**  **- To lead into the new lesson.**  **\* Content:** Review the previous lesson or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | | | **Teacher’s & Student’s activities** | **Content** | | **+ Greeting**  **+ CHATTING**  \* Teacher asks students some questions:  *What did you do last weekend?*  *What did you watch yesterday?*  *Who did you meet two days ago?*  - Students answer the questions, using the past simple.  - Teacher and students discuss the answers.  - Teacher corrects students answers if needed and confirms the use of the past simple (to talk about completed actions in the past).  - Teacher asks students to study the Grammar box.  - Teacher draws students’ attention to the meaning and use of the past simple.  - Teacher then asks some more able students to give some more examples.  *\* We use the past simple to talk about completed actions in the past.*  *- We often use specific time expressions, such as yesterday, last month, 3 weeks ago, or in 1999 with the past simple*  - Teacher and students discuss the answers.  - Teacher confirms the answers and gives feedback.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ CHATTING**  **- T\_Ss**  - Students answer the questions, using the past simple.  - Teacher and students discuss the answers.  ................  - Students **(Ss)** listen and learn how to do.    - Open their book and write . | | **2. PRESENTATION/ NEW LESSON (12’)** | | | ACTIVITY 1:  **Aim: To review Ss' knowledge of the past simple tense.**  **\* Content:** Form and use the use of the past simple tense.  **\* Outcome:** Ss can learn how to form and use the past simple tense.  **\* Organisation :** Teacher’s instructions…  **Grammar: The past simple**   |  |  | | --- | --- | | **Positive** | **S** + **V-ed** (played) | | **Negative** | **S** + **did not / didn’t V** (did not / didn’t play) | | **Questions and short answers** | **Did** + **S** + **V** (play)?   * Yes, S + did. * No, S + didn’t. |   - Focus Ss’ attention on the Remember! box.  - Explain the uses of the past simple. | | | **Teacher’s & Student’s activities** | **Content** | | **1. Circle the correct answer A, B, or C to complete each sentence.**  **\* Remember!/ Page 31.**  - Ask Ss to work individually to circle the correct answers.  - Ask Ss to take turns to give their answers.  - Check the answers as a class.  - Ask several Ss to read aloud full sentences with the correct answers. Correct their pronunciation if necessary.  - Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).  - Teacher confirms the answers and gives feedback. | **1. Circle the correct answer A, B, or C to complete each sentence.**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Answer the teacher’s questions.  **\* Key:**  **1. B 2. A 3. B 4. A 5. C** | | **3. PRACTICE (18’)** | | | ACTIVITY 2:  **Aim: To raise Ss' awareness of the past simple tense and the past form of some verbs.**  **\* Content:** Complete the sentences by circling the correct answer A, B or C.  **\* Outcome:** Ss understand more using Past simple tense. Complete the sentences correctly.  **\* Organisation :** Teacher’s instructions… | | | **Teacher’s Student’s activities** | **Content** | | **2. Complete the sentences with the past simple form of the given verbs.**  - Have Ss work individually to complete the sentences with the past simple form of the given verbs.  - Ask some Ss to read out their sentences. Correct grammar and pronunciation mistakes if necessary.  - Check the answers as a class | **2. Complete the sentences with the past simple form of the given verbs.**  **- T\_ Ss**  - Listen carefully and learn how to do.  - **Ss work individually**  - Give the answers  **\* Key*:***  **1. took 2. joined 3. helped 4. sent**  **5. volunteered** | | ACTIVITY 3:  **Aim: To help Ss distinguish between the present simple, present continuous and past simple in specific context**.  **\* Content:** Complete the sentences with the correct form of verbs.  **\* Outcome:** Ss can complete the sentences with the correct form of verbs correctly.  **\* Organisation :** | | | **3. Complete the sentences with the correct forms of the verbs from the box.**  - Ask the whole class to read aloud the verbs in the box. Then have Ss work individually to complete the sentences with the correct forms of the verbs from the box.  - Ask some Ss to read out the complete sentences. Correct grammar and pronunciation mistakes if necessary.  - Check the answers as a class.  - Comment on their performance. | **3. Complete the sentences with the correct forms of the verbs from the box.**  **- Ss to work individually**  - Ss do themselves. - Copy them  **\* Key:**  **1.** cook **2.** planted **3.** are picking up  **4.** recycled **5.** read | | ACTIVITY 4:  **Aim: To help Ss write full sentences using the correct form of the verbs.**  **\* Content:** Write complete sentences from the prompts.  **\* Outcome:** Ss can write complete sentences from the prompts correctly.  **\* Organisation :** | | | **Teacher’s Student’s activities** | **Content** | | **4. Write complete sentences from the prompts.**  - Have Ss work individually to write complete sentences from the prompts. Then ask them to work in pairs to swap their answers.  - Check the answers as a class.  - Have the class read out the sentences. Correct grammar and pronunciation mistakes if necessary.  - Invite one or two Ss to say out their answers in front of the class.  - Check the answers as a class. | **4.Write complete sentences from the prompts.**  **- T\_ Ss**  - Do the tasks and share the answers.  **Key:**  **1.** Last year, our club donated books to children in rural areas.  **2.** Children sent thank-you cards to us a week ago.  **3.** I taught two children in grade 2 last summer.  **4.** Last spring, we helped the elderly in a nursing home.  **5.** We helped people in flooded areas last year. | | **4. FURTHER PRACTICE ( 8’)** | | | ACTIVITY 5:  **Aim: To enable Ss to ask and answer questions related to past activities;**  **\* Content:** Ask and answer about Tom’s project in 2016 and 2018.  **\* Outcome:** Further practice using past simple tense. Answer the questions.  **\* Organisation :** | | | **5. Work in pairs. Tom is from the Red Cross. Look at the fact sheet and ask Tom about his projects in 2016 and 2018.**  - To help Ss be aware of some community activities that Ss in other countries do.  - Introduce the Red Cross projects and activities in 2016 and 2018.  - Have Ss work in pairs to practise asking and answering questions based on the fact sheet.  - Tell Ss to follow the example. Remind them to use the past simple when they ask and answer questions about the past activities.  - Invite some pairs to make short conversations as an example.  - Correct any grammar and pronunciation mistakes if necessary. | **5. Work in pairs. Tom is from the Red Cross. Look at the fact sheet and ask Tom about his projects in 2016 and 2018.**  **- T\_ Ss**  **\* Tom’s project:**    ***Example***:  ***Tom****: I’m from the Red Cross. I worked on the Help Lonely People project in 2016.*  ***Lan****: What did you do?*  ***Tom:*** *We helped 200 lonely people…* | | **5. WRAP-UP & HOME WORK (2’)**  - Ask Ss to summarise what they have learnt in the lesson.  - Reactivate the knowledge that students have gained  - Have them say out loud the past forms of the verbs they learnt in the lesson.  **Extention: Alphabet game**  - Put Ss in groups of three or four.  - Ss take turns to use the past simple in a sentence. The first letter of the verbs must follow the sequence of the alphabet. If Ss can't think of one, they are out of the game. The next student continues with the next letter.  **For example**:  A: He asked me my name.  B: I bought a hat.  C: I came here last month.  **\*HOME WORK**  - Remember the form and use the past simple tense.  - Do more exercises in workbook.  - Prepare new lesson: COMMUNICATION.  **=======================** | |  |  |  | | --- | --- | | **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK:** | **Peroid .....: UNIT 3: COMMUNITY SERVICE**  **Lesson 4 : COMMUNICATION** |   **I. OBJECTIVE: By the end of this lesson, students will be able to gain the following things :**  **1. Knowledge:**  - Know how to give compliments  - Discuss and present the benefits of community activities  - To practise giving compliments.  + Vocabulary: Use the lexical items related to community activities.  *-* Vocabulary on community activities.  + Grammar: - Past simple  - Grammar: structures to give compliments.  **2. Competence:** Students will be able to practice listening for specific information about some community activities and their benefits;  - Develop communication skills and creativity.  - Be co-operative and supportive in pair work and teamwork.  - Actively join in class activities  **3. Qualities :** - Raise students’ awareness of the need to keep their neighbourhood green.  - Have the good attitude to working in groups, individual work, pair work, cooperative learning.  - Develop self-study skills.  **II. TEACHING AIDS:**  - Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....  - Students : Text books, studying equipment….  - Computer connected to the Internet.  - Sach mem.vn  **III. PROCEDURE:**  **Notes: In each activity, each step will be represented as following:**  *\* Deliver the task.*  *\* Implement the task.*  *\* Discuss.*  *\* Give comments or feedback.*   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION (3’-5’)** | | | **Everyday English Giving compliments**  **Aims: To provide Ss with the way of giving compliments**  **\* Content:** Review the previous lesson or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **-** Ask Ss to look at the conversation in GETTING STARTED and check if they find any phrases or clauses that Minh and Tom use to compliment the other for doing something good deeds.  - When Ss have found the clause: **That's fantastic; Sounds like great work!,** tell them that they can use *these to make compliments.*  - Tell Ss that they are going to practise giving compliments. Ask Ss to look at COMMUNICATION on page 32. | | | **Teacher’s & Student’s activities** | **Content** | | **+ Greeting**  **+ Revision**  - Teacher **(T)** asks Ss some questions about them and class.  - Ask Ss what they did lastnight?  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Revision**  **- T\_ Ss**  - Students **(Ss)** listen and learn how to do.  + Answer the questions.  - Open their book and write . | | **2. PRESENTATION/ NEW LESSON (12’)** | | | ACTIVITY 1+ 2:  **Aims:**  **- To introduce two ways to give compliments;**  **- To help Ss practise giving compliments.**  **\* Content:** To introduce the way of giving compliments. Listen and read the dialogue.  **\* Outcome:** Ss learn some new word and how to *give compliments.*  *+ Sound like great work!*  *+Wonderful!*  **\* Organisation :** Teacher’s instructions… | | | **Teacher’s & Student’s activities** | **Content** | | **1. Listen and read the dialogue between Lan and Mark. Pay attention to the highlighted parts.**  **1. Listen and read the dialogue**  - Play the recording for Ss to listen and read the dialogue between Lan and Mark. Ask Ss to pay attention to the highlighted parts. Emphasise the use of the compliments. Have Ss practise the dialogue.  - Ask Ss to work in pairs to make similar dialogues, using the contexts given and the sample compliments. Give feedback on their dialogues.  **2. Work in pairs. Make similar conversations.**  **1.** Mi helped lonely elderly people.  **2.** Tom and his friends cleaned and decorated parts of their neighbourhood. | **1. Listen and read the dialogue between Lan and Mark. Pay attention to the highlighted parts.**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **Audio script - Track 17:**  ***Lan:*** What did you do to help your community last summer, Mark?  ***Mark:*** We planted some trees in the schoolyard and picked up a lot of rubbish along the nearby roads.  ***Lan:*** Sounds like great work! We collected books and warm clothes for our friends in the mountainous areas.  ***Mark:*** Wonderful! | | **3. PRACTICE (18’)** | | | ACTIVITY 3: **Changing our neighbourhood.**  **Aims:**  **- To help Ss learn more about some benefits of community activities;**  **- To help Ss practise reading for specific ideas.**  **\* Content:** Read the poster. Write project number **(1-3)** next to its benefits.  **\* Outcome:** Ss learn more about some benefits of community activities when they join the projects.  **\* Organisation :** | | | **Teacher’s Student’s activities** | **Content** | | **3. Work in pairs. Read the poster about the volunteer activities for teenagers at Lending Hand. Write the project number (1 – 3) next to its benefit (A – E).**  - Have Ss work in pairs to read the poster. Ask them questions like: How many projects does Lending Hand offer? What activities can you do /join in Projects 1,2 and 3?  - Have pairs write the number of the projects (1 - 3) next to the benefits (A - E). Ask some pairs to read out their answers. Correct if necessary.  - Check the answers as a class. | **3. Work in pairs. Read the poster about the volunteer activities for teenagers at Lending Hand. Write the project number (1 – 3) next to its benefit (A – E).**  **- Work in pairs** to do this activity  - Listen carefully and learn how to do.  - Give the answers  **\* Key*:***  **1. B, E 2. C,D 3. A** | | ACTIVITY 4:  **Aims:**  **- To help Ss practise asking and answering questions about which activities they want to join and why;**  **- To help Ss practise giving reasons.**  **\* Content:** Ask and answer questions about which activities they want to join and why;  **\* Outcome:** Ss can answer the questions correctly.  **\* Organisation :** | | | **4. Work in pairs. Ask and answer which activities in 3 you want to join. Give reasons.**  - Have Ss work in pairs to ask and answer questions about which activities they want to join and why. Ask them to use the example in the Student's Book. Elicit any other benefits they can think of.  - Invite some pairs to role-play, asking and answering questions in front of the class.  - Correct any grammar or pronunciation mistakes if necessary. | **4. Work in pairs. Ask and answer which activities in 3 you want to join. Give reasons.**  **- T\_ Ss**  - Listen to the instructions clearly  - Learn how to do it | | **4. FURTHER PRACTICE (8’)** | | | ACTIVITY 5:  **Aims: To help Ss practise asking and answering questions about which activities they choose to join and the benefits of those activities;**  **- To help Ss practise giving reasons;**  **- To help Ss practise reporting.**  **\* Content:** Further practice talking about which activities they choose to join and the benefits of those activities;  **\* Outcome:**Improve speaking skills. Talking about the benefits of activities.  **\* Organisation :** | | | **Teacher’s Student’s activities** | **Content** | | **5. Work in groups. Discuss which activity each member of your group chooses and the benefit(s) of the activity. Present your group’s answers to the class.**  - Have Ss work in groups to discuss which activity each member of their group chooses and the benefits of each activity.  - Tell them that they can give more than one benefit to any activity or any benefits they can think of in addition to those they find in the Student's Book.  - Ask them to follow the example in the book.  - Invite group representatives to report their group's answers.  - Give feedback on their reports. | **5. Work in groups. Discuss which activity each member of your group chooses and the benefit(s) of the activity. Present your group’s answers to the class.**  **- T\_ Ss**  - Listen carefully  - Work in pairs. Check the answers  **\* Example:** Mai wants to donate food to street children because this helps feed them. Lan wants to join clean-up activities because these activities make our neighbourhood cleaner | | **5. WRAP-UP & HOME WORK ( 2’)**  \* Ask Ss what they have learnt in the lesson.  **\* HOME WORK**  - Practice speaking the volunteer activities.  - Do more exercises in workbook.  - Prepare new lesson. **SKILLS\_1**  **================================** | |  |  |  | | --- | --- | | **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK:** | **Peroid .....: UNIT 3: COMMUNITY SERVICE**  **Lesson 5 : SKILLS 1/ Reading and Speaking** |   **I. OBJECTIVES:By the end of this lesson, students will be able to gain the following things :**  **1. Knowledge:**  - To introduce topic of the lesson *Community service.*  - Develop reading skill for specific information about community activities at a school.  - Develop speaking skill: Talking about the reasons why students join different community. activities  **+ Vocabulary**: Use the lexical items related to community activities.  *-* Pronouncing the sounds /t/, /d/, and /id/ .  **+ Grammar:** - Past simple  **2. Competence:** Students will be able to practice reading skill for specific information about community activities at a school. Talking about the reasons why students join different community. Develop presentation skill  - Develop communication skills and creativity.  - Be co-operative and supportive in pair work and teamwork.  - Actively join in class activities  **3. Qualities :** - Raise students’ awareness of the need to keep their neighbourhood green.  - Develop self-study skills.  **II. TEACHING AIDS:**  - Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....  - Students : Text books, studying equipment….  - Computer connected to the Internet.  - Sach mem.vn  **III. PROCEDURE:**  **Notes: In each activity, each step will be represented as following:**  *\* Deliver the task.*  *\* Implement the task.*  *\* Discuss.*  *\* Give comments or feedback.*   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION( 3’- 5’)** | | | **( Pre – reading )**  **Aim: - To remind students of some community activities.**  **-** **To enhance students’ skills of cooperating with team mates.**  **\* Content:** Review the previous lesson or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | | | **Teacher’s activities** | **Student’s activities** | | **+ Greeting**  **+ Play Game:**  **GAME: WHO IS FASTER?**  \* Teacher divides the class into 2 teams.  - Each team will have to run in a relay to the board to match the correct description with each picture.  - The team with more correct answers will be the winner.  - Students play the game in team mode.  - Teacher and students discuss the answers.  - Teacher confirms the answers and gives feedback.  \* Have Ss open their books to page 44 **(**SKILLS 1).  - T leads in the lesson.  \* Teach some new words in contexts if necessary.  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Teacher may introduce the vocabulary by:   * providing explanations of the words; * showing picture illustrating the word.   + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary | **+ Greeting**  **+ Play Game:**  **GAME: WHO IS FASTER?**  **- T\_ Ss**  **1. collecting rubbish**  **2. donating clothes**  **3. planting trees**  **4. helping old people**  **5. tutoring homeless children**  **6. cleaning the street**  - Open their book and write the tittle of the lesson .  - Copy the new words.  \* **Vocabulary:**  **1. monthly** (adj/adv) hằng tháng  **2. proud** (adj) hài lòng, tự hào | | **2. PRESENTATION/ NEW LESSON (12’)** | | | ACTIVITY 1: **Pre- reading**  **Aims:**  **- To remind Ss of some community activities;**  **- To help Ss brainstorm some more community activities.**  **\* Content:** Cirle the activities Ss would like to do at school.  **\* Outcome:** Ss learn more community activities at school.  **\* Organisation :** Teacher’s instructions… | | | **Teacher’s & Student’s activities** | **Content** | | **1. Work in pairs. Circle the activities you would like to do at your school.**  - Have the class read out loud the three activities in 1.  - Ask Ss to work in pairs to circle the activities they would like to do at their school.  - Ask them to name some more activities they would like to do at their school if the class is more fluent.  - Check the answers as a class. | **1. Work in pairs. Circle the activities you would like to do at your school.**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **\* Take note** | | **3. While- reading (18’)** | | | ACTIVITY 2 :  **Aims:**  **- To improve Ss' knowledge of vocabulary related to community activities;**  **- To improve Ss' skill of reading for details.**  **\* Content:** Read the text and Match the highlighted words with their meaning .  **\* Outcome:** Ss can get some specific information related to community activities;  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **2. Read the passage and match the highlighted words with their meanings.**  - Ask Ss to work individually to read the passage and find the highlighted words.  - Have Ss match the highlighted words with their meanings in the box. Remind them to use the context to help them.  - Check the answers as a class.  - Confirm the correct answers as a class. | **2. Read the passage and match the highlighted words with their meanings.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and learn how to do.  - Check the meaning of the words  - **Ss work individually first.**  **\* Key:**  **1. donate 2. exchange 3. monthly**  **4. proud 5. tutor** | | ACTIVITY 3 :  **Aim: To improve Ss' skill of reading for details.**  **\* Content:** Read the text again and Tick T/F  **\* Outcome:** Ss can understand more about community activities.  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **3. Read the passage again and tick (**✓**) T (True) or F (False).**  - Have Ss look at the statements in this activity. Ask them how to do it. Give them some strategies to do the exercise.  - Have Ss work individually for some minutes and tickT (True) or F (False).  - Ask Ss to take turns to give the answers. Ask them to show the part in the reading where they find the answers.  - Check the answers as a class.  - Confirm the correct answers to the class. | **3. Read the passage again and tick (**✓**) T (True) or F (False).**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and follow them.  **\* Key:**  **1.T 2. F 3.T 4. F 5.T** | | **4. FURTHER PRACTICE/ APPLICATION (8’)** | | | ACTIVITY 4: *(Follow up activity)*  **Speaking**  **Aims:**  **- To enable Ss to review and reuse the name of some community activities;**  **- To give Ss an opportunity to practice explaining their reasons.**  **\* Content:** Read and write the names of the projects they should join .  **\* Outcome:** Ss can review and reuse the name of some community activities .  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **4. Work in pairs. Read about these students. Write the names of the projects you think they should join in the Projects column.**  - Have Ss work in pairs to read the sentences in the table. Ask them to underline the key words in the sentences. Ask some Ss to stand up to answer the questions: What did you learn about Nick / Ann / Minh/Mark/Tom ?  - Ask pairs to discuss and decide which student should join which project in the reading.  - Ask them to give some reasons for their choice based on the information about the students.  - Ask pairs to write the names of the projects in the Projects column.  - T helps if necessary  - Check the answers as a class. | **4. Work in pairs. Read about these students. Write the names of the projects you think they should join in the Projects column.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and follow them.  **- Work in pairs**  **- Ss do the task**  **\* Key:**   1. **C 2. A 3. B 4. D 5. E** | | ACTIVITY 5:  **Aims: To give Ss an opportunity to practise explaining reasons.**  **\* Content:** Discussing andtelling about community activities using information in 4.  **\* Outcome:** Ss can tell about community activities .  **\* Organisation :** | | | **5. Work in groups. Discuss which project in 4 you would like to join, and why. Report your group’s answers to the class.**  - Have Ss work in groups to discuss which project in **4** each of them would like to join.  - Ask them to give reasons.  - Tell them that they can give reasons based on their likes, dislikes, personalities, etc. as in 4.  - Invite one representative of each group to report their group's answers to the class.  - Give feedback on their reports in terms of language, reasoning skills or pronunciation. | **5. Work in groups. Discuss which project in 4 you would like to join, and why. Report your group’s answers to the class.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully and follow them.  **- Practice speaking** in front of the class.  **\* Sample speaking :**  *Lan will join the Tutoring project because she is good at maths and English. She also loves children.* | | **5. WRAP-UP & HOME WORK (2’)**  \* Have Ss summarise what they have learnt in the lesson with the two skills.  **\* HOME WORK.**  - Practice telling about your future houses.  - Do more exercises in workbook.  - Prepare new lesson. **Skills 2**  **====================================** | |  |  |  | | --- | --- | | **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK:** | **UNIT 3: COMMUNITY SERVICE**  **Period ... : Lesson 6: SKILLS\_2**  ***Listening and Writing*** |   **I. OBJECTIVES:\*By the end of this lesson, Ss will be able to gain the following things:**  **1. Knowledge:**  - Listen for specific information about some community activities and their benefits;  - Write an email about community activities one did last summer.  **+ Vocabulary**: Use the lexical items related to community activities.  *-* Pronouncing the sounds /t/, /d/, and /id/ .  **+ Grammar:** - Past simple tense.  **2. Competence:** Students will be able to practice listening for specific information about some community activities and their benefits; Practicing writing an email about community activities one did last summer.  - Develop communication skills and creativity.  - Be cooperative and supportive in pair work and teamwork.  - Actively join in class activities  **3. Qualities :** - Raise students’ awareness of the need to keep their neighbourhood green.  - Have the good attitude to working in groups, individual work, pair work, cooperative learning.  - Develop self-study skills.  **II. TEACHING AIDS:**  - Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....  - Students : Text books, studying equipment….  - Computer connected to the Internet.  - Sach mem.vn  **III. PROCEDURE:**  **Notes: In each activity, each step will be represented as following:**  *\* Deliver the task.*  *\* Implement the task.*  *\* Discuss.*  *\* Give comments or feedback.*   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION ( 5’)** | | | **Aim: To activate Ss’ knowledge of the topic of the listening text.**  **\* Content:** Having somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson .  **\* Outcome:** Having a chance to speak English and focus on the new lesson.  **\* Organisation :** Teacher’s instructions…. | | | **Teacher’s & Student’s activities** | **Content** | | **+ Greeting**  **+ Do the revision/ Chatting**  - Teacher (T)asks Ss some questions about them and class.  - Teacher reminds student of the homework of the previous lesson: Plan some school activities for next summer holiday.  - Students raise hands to talk about their plans.  - Teacher asks the whole class to discuss and give feedback on their friends’ plans.  - Teacher chooses some useful and feasible and leads in the topic of the lesson: school activities in summer.  - Ask Ss to open their book and introduce what they are going to study….  - T leads in the lesson. | **+ Greeting**  **+ Revision/ Chatting**  **- T\_ Ss**  - Students(Ss)listen and answer the teacher’s or friend’s questions  - Open their book and write the tittle of the lesson . | | **2. PRESENTATION/ NEW LESSON (10’)** | | | ACTIVITY 1: **Pre-listening**  **Aims:**  **- To help Ss brainstorm key words / phrases for listening;**  **- To help Ss practise describing pictures, using vocabulary related to community activities.**  **\* Content:** Discussing. Look at the pictures and talk.  **\* Outcome:** Ss can describe the pictures to brainstorm key words / phrases .  **\* Organisation :** Teacher’s instructions…. | | | **Teacher’s & Student’s activities** | **Content** | | **1. What community activities are the children doing in the pictures?**  - Ask Ss to work in pairs to describe the pictures or discuss what the children are doing in the pictures.  - Elicit as many learnt vocabulary as possible.  - Ask one or two Ss to re-describe the pictures to the class.  - Tell Ss that they are going to listen to a talk between Tom and Kate about the community activities they did last summer.  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follow the steps to teach vocabulary  - Repeat in chorus and individually  + Check vocabulary.  - Take note all the new words | **1. What community activities are the children doing in the pictures?**  **- Pair work.**  + Look and describe the pictures    **\* Suggested answers:**  **a.** reading books to the elderly  **b.** picking up litter  **c.** planting trees  **\* Vocabulary:**  **-The elderly** (n) người già, lớn tuổi, cao tuổi  **- pick up** (v) nhặt (rác)  **- tutor** (v) phụ đạo, dạy học  **- collect** (v) thu thập, sưu tầm.  **- grow up** (v) lớn lên. | | **3. While-listening/ (10’-12’)** | | | ACTIVITY 2 :  **Aim:** **To improve Ss' skill of listening for details.**  **\* Content:** Listen and circle the correct answers.  **\* Outcome:** Knowing some information about some community activities and their benefits;  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **2. Listen to Tom and Linda talking about their community activities last summer. Circle the correct answers.**  - Ask Ss to work individually to read through Questions 1 to 4 and underline the key words.  - For example, in Q1, Ss may underline the words: ***Linda, friends, taught;***  Q2: Ss may underline ***Linda, friends, elderly;***  Q3: ***Tom, friends, picked up;***  Q4: ***Tom, friends.***  - Play the recording once for Ss to listen and circle the answers.  - Ask Ss to work in pairs and compare the answers with each other.  - Play the recording a second time for pairs to check their answers.  - Ask for Ss' answers and play the recording again for them to better understand the conversation.  - Check and confirm the correct answers. | **2. Listen to Tom and Linda talking about their community activities last summer. Circle the correct answers.**  - Listen to the teacher’s instructions carefully and learn how to do it.  - Give the answers.  **\* Key:**  **1. C 2. B 3. C 4. A** | | ACTIVITY 3 :  **Aim: To improve Ss' listening comprehension and note - taking skills.**  **\* Content:** Listen again to a talk. Do the filling  **\* Outcome:** Ss complete the sentences correctly.  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **3. Listen again and fill in each blank with no more than TWO words.**  - Ask Ss to work in pairs to read the table and to predict the words / phrases they will need to fill in each blank.  - Tell them to think about the part of speech of the words / phrases they will need to use for each blank (e.g. adjective, verb or noun). Remind them of the possible plural and singular forms of nouns.  - Play the recording once. Give them enough time to fill in the blanks. Remind Ss that they should write no more than TWO words for each blank.  - Play the recording again and check their answers as a class.  **\*Post-listening**  **Students tell about Linda and her friends; Tom and his friends.**  - T gives instructions and encourage Ss to tell about Linda, using information in Audio Script.  \* Invite one or two Ssto talk about Linda or Tom  - T may give some clues  - Call on some Ss to talk freely.  - Correct pronunciations, grammar, vocab, intonation.  - Lead to the writing part. | **3. Listen again and fill in each blank with no more than TWO words.**  - Listen carefully to the instructions  **- T\_ Ss**  \* Ss learn how to do the tasks  **Key:**  **1. fun 2. good time 3. Skills**  **\* Audio script:**  **+ Audio script - Tracks 18+19:**  - Listen to the teacher’s instructions carefully and tell about Mi  **- Free talk**  **1.** *Linda and her friends did a lot of community activities last year.*  First, They tutored 3rd grade children and helped old people. They taught English and Maths. They had a lot of fun.  They also helped the elderly. They cooked for them and did some cleaning, too.  **2.** *Tom and his friends :**They did a lot of community activities last year, too.* They picked up paper and bottles in a nearby park. They also planted some trees. They watered them very often the first few weeks and enjoyed watching them grow. It was a really good time. They worked and played together, and they learnt some skills, too. | | ACTIVITY 4: **Writing**  **Aims:**  **- To provide Ss with a sample of an email; Improve Ss' reading skills;**  **- To prepare Ss for the writing activity.**  **\* Content:** Read Tom’s email . A sample ò an email.  **\* Outcome:** getting some ideas for the writing.  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **4. Read Tom’s email to Nam about his school activities last summer.**  - Ask Ss to work individually to read the email.  - Ask Ss questions that elicit the format of an email: *Who is writing to whom? What is the subject of the email? How did Tom start his email? How did Tom end his email? What is the purpose of the first / second / third paragraph of the email?*  - Ask Ss to underline the main activities that Tom and his friends did. Then ask them to underline the words / phrases that show their feelings, and words / phrases that show the benefits of their activities. | **4. Read Tom’s email to Nam about his school activities last summer.**  **- T\_ Ss**  - Ss **work individually.** | | **4. PRODUCTION/ APPLICATION (10’)** | | | **ACTIVITY 5:**  **Aim: To improve Ss' writing skills.**  **\* Content:** Write an email about the school activities last summer  **\* Outcome:** Ss can write an email about the school activities last summer  **\* Organisation :** | | | **5. You are Nam. Now write an email of about 70 words to Tom about your school activities last summer. Start your email as shown below**  - Ask Ss to work in pairs to list the activities they did and how they feel about doing them.  - T can ask them to list the benefits that they got from their community activities last summer.  - Ask Ss to work individually to write.  - Asks one student to write his / her email on the board. Other Ss and T comment on the email on the board.  - If time allows, T can also ask Ss to work in pairs or groups to write on an A1 / AO size piece of paper, then T organises a gallery walk. Ss walk round and offer feedback on peers' writing  **\* Post writing**  - Ask one or two Ss to write their email on the board. Other Ss and T comment on the email.  - T collects some to correct at home.  - Ask Ss to revise the email at home based on the comments given and submit them at the next lesson. | **5. You are Nam. Now write an email of about 70 words to Tom about your school activities last summer. Start your email as shown below**  **- T\_ Ss**  - Ss **work individually.**  - Write **email.**   |  | | --- | | **To:** tom@webmail.com  **Subject: School activities last summer.**  *Dear Tom,*  *Things are good. We also did some interesting activities last summer*. \_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  See you soon  **Nam** |   \* ***Suggested writing:***  ***Dear Nam,***  ***How are things?*** *Did your school have any community activities last summer?*  *We did some very interesting activities. We collected rubbish in a nearby park. We also planted trees. Then we watered them every day, and it was enjoyable to watch them grow up.*  *We also had a lot of fun and learnt some skills.*  *Please write to me and tell me about your school activities.*  **Best,**  **Tom** | | **5. WRAP-UP & HOME WORK (2’)**  - Have Ss summarise what they have learnt with the two skills.  - T can instruct them to draw a mind map to summarise the main points of the lesson.  **\* HOME WORK.**  - Rewrite the email on your notebook.  - Do more exercises in workbook.  - Prepare for the next lesson: Lesson 7: LOOKING BACK & PROJECT  **=============================** | |  |  |  | | --- | --- | | **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK:** | **Peroid .....: UNIT 3: COMMUNITY SERVICE**  **Lesson 7 : LOOKING BACK & PROJECT** |   **I. OBJECTIVES:By the end of this lesson, students will be able to gain the following things :**  **1. Knowledge:**  *- To help Ss consolidate and apply what they have learnt in the unit. Ss can evaluate their performance and provide further practice. Do some practice exercises.*  *- Project helps Ss improve their abilities to work individually and in a team. It extends their imagination in field related to the unit topic if possible.*  - Review the vocabulary and grammar of Unit 3  - Apply what they have learnt (vocabulary and grammar) into practice through a project  **+ Vocabulary**: Use the lexical items related to community activities.  *-* Pronouncing the sounds /t/, /d/, and /id/ .  **+ Grammar:** - Past simple tense.  **2. Competence:** Students will be able to practice reading skill for specific information about community activities at a school. Talking about the reasons why students join different community. Develop presentation skill  - Develop communication skills and creativity.  - Be cooperative and supportive in pair work and teamwork.  - Actively join in class activities  **3. Qualities :** - Raise students’ awareness of the need to keep their neighbourhood green.  - Be more creative when doing the project.  - Develop self-study skills.  **II. TEACHING AIDS:**  - Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....  - Students : Text books, studying equipment….  - Computer connected to the Internet.  - Sach mem.vn  **III. PROCEDURE:**  **Notes: In each activity, each step will be represented as following:**  *\* Deliver the task.*  *\* Implement the task.*  *\* Discuss.*  *\* Give comments or feedback.*   |  |  |  | | --- | --- | --- | | **1. WARM UP & INTRODUCTION(3’)** | | | | **Aims:**  **-** *This is the review and drill section of the unit. Encourage Ss not to refer back to the unit pages.*  *Instead they can use what they have learnt during the unit to help them answer the questions.*  *- That will help you and your Ss see how far they have progressed, and which areas need further practice.*  - Encourage Ss to review and drill section of the unit 3.  **\* Content:** Review the previous lesson or have somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :**Teacher’s instructions… | | | | **Teacher’s & Student’s activities** | | **Content** | | **+ Greeting**  **+ Revision.**  **GAME: WHO’S FASTER?**  \* Teacher shows the pictures and asks students to give descriptions to them. Teacher can divide the class into 2 teams and runs the game *Who’s faster.*  - Members of each team take turns to raise hands to give description for each picture.  - Students discuss their friends’ answers.  - Teacher confirms the answers and gives feedback. The group having more correct answers is the winner.  - Ask Ss to open their book and introduce what they are going to study…. | | **+ Greeting**  **- T\_ Ss**  **GAME: WHO’S FASTER?**  - Students **(Ss)** listen and learn how to do.  ***1. homeless children*** ***2. the elderly*** ***3. Food*** ***4. bottles***  ***5. litter*** ***6. books***   |  |  | | --- | --- | | C:\Users\EDIBOOKS\Downloads\z3406605235119_c670a6fc31884276665192d8051fcfff.jpg | On August 21, we celebrate the elderly – The Armijo Signal | | ***1. homeless children*** | ***2. the elderly*** | | ***349 Food Pyramid Illustrations &amp;amp; Clip Art - iStock*** | ***UK could adopt strict Norway plastic bottle recycling system | The  Independent | The Independent*** | | ***3. food*** | ***4. bottles*** |   - Open their book and write . | | **2. PRESENTATION/ NEW LESSON ( 25’)** | | | | **PRACTICE EXERCISES**  ACTIVITY 1: **Vocabulary**  **Aims: - To help Ss revise the vocabulary learnt;**  **- To help Ss match the verbs with the appropriate nouns / noun phrases to make phrases about community activities.**  **\* Content:** Revision on the words . Write the words/ phrases under the correct column  **\* Outcome:** Ss remember the words/ phrases. Write the words correctly.  **\* Organisation :** Teacher’s instructions… | | | | **Teacher’s & Student’s activities** | | **Content** | | **1. Complete the table with the words and phrases from the box.**  - Have Ss work individually to write words / phrases in the correct columns.  - Check answers as a class. | | **1. Complete the table with the words and phrases from the box. T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **\* Key :**   |  |  |  | | --- | --- | --- | | **help** | **pick up** | **donate** | | homeless children  the elderly | litter  bottle | food  books | | | ACTIVITY 2:  **Aims: - To help Ss revise the vocabulary learnt in the unit;**  **\* Content:** Complete the sentences. Review the use the correct forms of the verbs.  **\* Outcome:** Ss revise the form of verbs . Remember the use and form.  **\* Organisation :** | | | | **2. Complete each sentence with one phrase from 1. Remember to use the correct forms of the verbs.**  - To help Ss use the correct phrases about community activities in the correct context.  - Have Ss work individually to put the correct phrases in 1 into the correct blanks;  - Check answers as a class. | | **2. Complete each sentence with one phrase from 1. Remember to use the correct forms of the verbs**  **- Ss work in pairs.**    **\* Key:**  **1.** donated food **2.** picked up bottles  **3.** helped the elderly **4.** donated books  **5**. helped homeless children | | ACTIVITY 3 : **Grammar**  **Aim: To help Ss revise the past simple form of some verbs.**  **\* Content**: Revision on the use of past simple tense  **\* Outcome:** Ss can complete the sentences using **past simple** correctly.  **\* Organisation :** | | | | **Teacher’s & Student’s activities** | | **Content** | | **3. Use the correct form of the verbs from the box to complete the passage.**  - Have Ss work individually to complete the passage using the correct form of the verbs in the box first. Then ask Ss to work in pairs to swap and check their answers.  - Check and confirm the correct answers. | | **3. Use the correct form of the verbs from the box to complete the passage.**  **- T\_ Ss**  - Listen to the instructions clearly  **\* Key:**  **1**. had **2**. collected **3.** sold  **4.** donated **5**. went | | ACTIVITY 4:  **Aim: To help Ss improve their writing about community activities.**  **\* Content:** Write sentences about activities the students did to help the community last year.  **\* Outcome:** Ss improve the writing about community activities.  **\* Organisation :** Teacher’s instructions… | | | | **4. Write full sentences about the activities the students did to help their community last year.**  - Ask Ss to work individually to write full sentences as requested in the Student's Book.  - Ask one or two students to go to the board and write their full sentences.  - Then ask the class to work in pairs. Tell them to swap their writings and check their partners' answers.  - Check the sentences that some Ss have written on the board.  - Have all Ss correct their partner's answers using the sentences on the board as a model.  - Ask some Ss to correct their answers on their notebooks. | **4. Write full sentences about the activities the students did to help their community last year.**  **- T\_ Ss**  - Do the tasks  - Give the answers  **\*Key :**  **1.** Mi sang and danced for the elderly at a nursing home.  **2**. Mark and his friends collected books and set up a community library.  **3**. Lan and Mai grew and donated vegetables to a primary school.  **4.** Minh and his friends gave food to young patients in a hospital.  **5.** Tom made and sent postcards to the elderly at Christmas. | | | **3. PRODUCTION/ APPLICATION (12’-15’)** | | | | **Aims:**  **- To help Ss identify problems that their neighbourhood is facing and brainstorm possible solutions to deal with those problems;**  **- To raise Ss' awareness of the need to keep their neighbourhood green;**  **- To improve Ss' teamwork and public speaking skills.**  **\* Content:** Present their presentations in front of the class.  **\* Outcome:** Present their presentation about problems that their neighbourhood is facing and find out some possible solutions to deal with those problems.  **\* Organisation :** Teacher’s instructions… | | | | **Teacher’s & Student’s activities** | | **Content** | | **\* PROJECT:**  - Have Ss work in groups. Discuss some environmental problems their neighbourhood is facing and how they are going to solve the problems.  - Ask them to look at the pictures as clues to brainstorm their ideas. Ss can draw pictures or take photos to illustrate the problems and solutions.  - Ask groups of Ss to pin / tape / glue the pictures / photos on a large piece of paper and present them to the class.  - If time is limited,T can assign the project in earlier lessons such as in GETTING STARTED lesson. Make sure you guide them in detail and check their progress after each lesson. In the last lesson (LOOKING BACK), ask Ss to present their poster.  - Don't focus on or correct Ss language mistakes. This is an opportunity for them to experiment with the language | | **- T\_ Ss**  **\*\* Ss should prepare the project as assign groups in the previous lessons beforehand.**  - Listen to the teacher’s instructions carefully.  - Do the tasks . Prepare the at home beforehand.  - Ss should finish the project in class, assign groups in the previous lessons.  - Do the same as units | | **4. WRAP-UP & HOME WORK(2’)**  \*Ask students to talk about what they have learnt in the lesson.  - Ask Ss to complete the self-assessment table. Identify any difficulties and weak areas and provide further practice.  **\* HOME WORK**  - Do more exercises in workbook.  - Prepare for the next lesson: REVIEW 1 (UNIT 1-2-3)  **=======================** | | |  |  |  | | --- | --- | | **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK: …** | **Period ..... : REVIEW 1 (UNIT 1-2-3)**  **Lesson 1: LANGUAGE / Pronunciation- Vocabulary-Grammar** |   **I. OBJECTIVES: By the end of this review, Ss will have revised the language they have learnt and the skills they have practised in Units 1 -3.**  **1. Knowledge:** - To revise the language and skills they have learnt in Unit **1-2-3.**  **-** Revise the words related to hobbies and verbs of liking and disliking; healthy activities and health problems; and words related to community activities;  - Pronounce the sounds **/ə/, /ɜ:/, /f/, /v/, /t/, /d/, /ɪd/** correctly in isolation and in context;  - Revise the present simple tense, past simple to talk about past activities;  - Revise how to ask for and give health tips; how to give compliments.  **a) Vocabulary:** Ss revise the words related to hobbies and verbs of liking and disliking; healthy activities and health problems; and words related to community activities;  **b) Grammar :** Revise the present simple tense, past simple to talk about past activities; Simple sentences.  **c) Writing :** - Writing a paragraph about your hobby; Writing a passage to give advice on how to avoid viruses; Writing an email about school activities last summer.  **2. Competence:** Develop communication skills and cultural awareness  - Develop communication skills and creativity.  - Be cooperative and supportive in pair work and teamwork.  - Actively join in class activities  **3. Qualities :** - Raise students’ awareness of the need to keep their neighbourhood green.  - Have the good attitude to working in groups, individual work, pair work, cooperative learning.  - Develop self-study skills.  **II. TEACHING AIDS:**  - Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....  - Students : Text books, studying equipment….  - Computer connected to the Internet.  - Sach mem.vn  **III. PROCEDURE:**  **Notes: In each activity, each step will be represented as following:**  *\* Deliver the task.*  *\* Implement the task.*  *\* Discuss.*  *\* Give comments or feedback.*   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION (5’)** | | | **Aim: Introduction**  - By the end of this review, students will have revised the language they have learnt and the skills they have practised in Units 1 – 3.  - Ss revise what they have learnt so far in terms of language and skills.  - Summarise their answers in notes and write them in a top corner of the board. Briefly revise some important / difficult ones before starting the review.  **\* Content:** Having somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English.  **\* Organisation :** Teacher’s instructions…... | | | **Teacher’s & Student’s activities** | **Content** | | **+ Greeting**  **+ Revision on the old lessons**  - Teacher **(T)** asks Ss some questions about them and class.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ T\_Ss**  - Students **(Ss)** listen and learn how to do.  - Open their book and write . | | **2. PRESENTATION/ NEW LESSON (25’)** | | | **A. LANGUAGE:**   * **Pronunciation**   ACTIVITY 1:  **Aim: To help Ss review the pronunciation of the sounds learnt in Units 1 - 3.**  **\* Content:** Review the pronunciation of the sounds. Choose the words …  **\* Outcome:** Pronouncing the sounds correctly.  **\* Organisation :** Teacher’s instructions….. | | | **Teacher’s & Student’s activities** | **Content** | | **1. Choose the word whose underlined part is pronounced differently**  - Write the sounds /a/ and /3:/; /t/, /d/ and /id/; /f/ and /v/ on the board. Write one word containing the sound below each of them. Ask Ss to read the words aloud.  - Ask Ss to do the task by reading aloud each group and circling the odd one out.  - Play the recording for Ss to listen and check their answers.  - Check Ss' answers as a class.  - Play the recording again for Ss to listen and repeat in chorus then individually.  - T may use the Language review as a self-test. Ss do the exercises in 30 minutes, then T checks their answers  - Check and confirm the correct answers | **1. Choose the word whose underlined part is pronounced differently**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Answer the teacher’s questions and enquirements.  **\* Key : 1. A 2.C 3. B 4. A 5. B**  **\* Audio script - Track 20:**   |  |  |  | | --- | --- | --- | | 1. A. proverb  2. A. learn  3. A. collected  4. A. listened  5. A. laugh | B. together  B. earn  B. cleaned  B. helped  B. ghost | C. exercise  C. hear  C. donated  C. watched  C. rough | | | ACTIVITY 2: **Vocabulary**  **Aim: To help Ss revise the phrases showing activities and identify if they benefit oneself or the community.**  **\* Content:** Review the pronunciation , the vocab. Put the phrases in the correct column.  **\* Outcome:** Remember the words . Put the phrases in the correct column correctly.  **\* Organisation :** | | | **2. Put the phrases below in the correct columns.**  - Have Ss do this exercise individually. Ask Ss to read the phrases carefully and make sure they remember their meanings.  - Ask Ss to categorise the activities as they do them for their own sake or for the benefit of the community.  - T checks as a class.  - If time allows, T can ask Ss to add more activities to each category. | **2. Put the phrases below in the correct columns.**  - Ss **work individually.**  - Do the tasks  **\* Key:** | | ACTIVITY 3 :  **Aim: To help Ss revise more words from Units 1 - 3 and use them in context.**  **\* Content:** Complete the sentences.  **\* Outcome:** Ss will be able to revsie more words and do exercises correctly.  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **3. Complete the sentences with the words and phrases below.**  - Have Ss do this exercise individually or in pairs.  - Ask Ss to read the words / phrases in the box and make sure they remember their meanings.  - Ask Ss to read each sentence and decide what word / phrase from the box can fit in.  - Check the answers as a class. Write the correct answers on the board. | **3. Complete the sentences with the words and phrases below.**  **- T\_ Ss**  - Listen to the instructions clearly  - Copy  **\* Key**:  **1.** coloured vegetables **2.** mountainous areas  **3.** hobby **4.** chapped lips  **5.** community **6.** taking photo | | ACTIVITY 4 : **Grammar**  **Aim: To help Ss revise the use of the present and past simple.**  **\* Content:** Review the grammar points. Do the filling  **\* Outcome:** Revision. Do the filling correctly.  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **4. Fill in the blanks with the correct tense of the verbs in brackets.**  - Ask Ss to read the sentences first and underline the clues that help them decide if the verbs are used in the present or past simple.  - Ask Ss to do the task. Remind them to use the correct forms of the verbs (positive / negative statements, or questions) as requested in each sentence.  - Check the answers as a class. Explain if necessary.T may then call on some Ss to read aloud the correct sentences. | **4. Fill in the blanks with the correct tense of the verbs in brackets. T\_ Ss**  - Listen to the instructions clearly    **\* Key**:  **1.** reads **2.** Do... do  **3**. need **4**. could not  **5**. did not / didn't volunteer **6.** joined | | **3. FURTHER PRACTICE (10’)** | | | ACTIVITY 5: **Grammar**  **Aim: To help Ss practise the present simple and past simple of verbs.**  **\* Content:** Review grammar elements taught in Units 1-3.Turn the sentences into negative...  **\* Outcome:** Remember how to form and use them. Do exercises correctly.  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **5.** **Look at the picture of a classroom. Choose the best answers A, B, C.**  - Ask Ss to read the sentences first and underline the verb in each sentence.  - Look at each verb and note if it is used in the present simple or past simple.  - Ask Ss to do the task. Tell them to pay attention to the request for each sentence (change it into a negative statement or a question).  - Check as a class. Explain if necessary. T may call on some Ss to read aloud the correct sentences.  - Check and confirm the correct answers. | **5.** **Look at the picture of a classroom. Choose the best answers A, B, C.**  **- T\_ Ss**  **\* Key:**  **1**. She didn't like exercising.  **2**. My family doesn't always spend time doing housework together on Sundays.  **3**.I didn't use a lot of suncream during my holiday.  **4**. Did your community organise a fair to raise money for the homeless last week?  **5**. Does Tim make beautiful pieces of art from dry leaves and sticks? | | **4. WRAP-UP & HOME WORK (2’)**  - Summarise the main points.  - Ask Ss what they have learnt so far. Have them recall the important grammar points.  + Words / phrases . Vocabulary; The grammar points.  **\* HOME WORK**  - Read again the conversation  - Do more exercises in workbook.  - Make more sentences using adverbs of frequency.  **==========================** | |  |  |  | | --- | --- | | **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK: …** | **Period ..... : REVIEW 1 (UNIT 1-2-3)**  **Lesson 2 : SKILLS / reading- Speaking- Listening - Writing** |   **I. OBJECTIVES: By the end of this review, Ss will have revised the language they have learnt and the skills they have practised in Units 1 -3.**  **1. Knowledge:** - To revise the skills they have learnt in Unit **1-2-3.**  - Practise reading for general and specific information about a healthy life  - Practise talking about things related to community service  - Practise listening for specific information about a hobby  - Practise writing complete sentences from the prompts provided  \* Revise the present simple tense, past simple to talk about past activities;  - Revise how to ask for and give health tips; how to give compliments.  **a) Vocabulary:** Ss revise the words related to hobbies and verbs of liking and disliking; healthy activities and health problems; and words related to community activities;  **b) Grammar :** Revise the present simple tense, past simple to talk about past activities; Simple sentences.  **c) Writing :** - Writing a paragraph about your hobby; Writing a passage to give advice on how to avoid viruses; Writing an email about school activities last summer.  **2. Competence:**  **-** Develop communication skills and cultural awareness  - Develop communication skills and creativity.  - Be cooperative and supportive in pair work and teamwork.  - Actively join in class activities  **3. Qualities :** - Raise students’ awareness of the need to keep their neighbourhood green.  - Develop self-study skills.  **II. TEACHING AIDS:**  - Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....  - Students : Text books, studying equipment….  - Computer connected to the Internet.  - Sach mem.vn  **III. PROCEDURE:**  **Notes: In each activity, each step will be represented as following:**  *\* Deliver the task.*  *\* Implement the task.*  *\* Discuss.*  *\* Give comments or feedback.*   |  |  | | --- | --- | | **1. WARM UP & INTRODUCTION (5’)** | | | **Aims: Introduction**  - By the end of this review, students will have revised the language they have learnt and the skills they have practised in Units 1 – 3.  - Ss revise what they have learnt so far in terms of language and skills. Summarise their answers and add some more information if necessary.  **\* Content:** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Outcome:** Having a chance to speak English.  **\* Organisation :** Teacher’s instructions…. | | | **Teacher’s & Student’s activities** | **Content** | | **+ Greeting**  **+ Revision**  - Teacher **(T)** asks Ss some questions about old lessons and class.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **- T\_ Ss**  - Students **(Ss)** listen and learn how to do.  - Open their book and write . | | **2. PRESENTATION/ NEW LESSON (25’)** | | | **PRACTICE EXERCISES ­- SKILLS**  ACTIVITY 1 : **Reading**  **Aim: To help Ss practise reading for general and specific information.**  **\* Content:** Practise reading. Choose the correct answer, A, B, C  **\* Outcome:** SS get more general and specific information of the text.  **\* Organisation :** Teacher’s instructions…... | | | **Teacher’s & Student’s activities** | **Content** | | **1. Read the passage and choose A, B, or C for each blank in the email below.**  **\*) Pre- teach vocabulary:**  + Teach vocabulary if have  …..  - T may guide Ss by asking them to read the questions first and decide where to look for the information to answer the questions.  *For example*: Question 2 has ‘love’ It matches the heading ‘Love others fully’. Explain that Ss should look for the answer in this paragraph.  - Ask Ss to read the text fully and choose the correct answers.  - Question 5 is asking for the general idea of the whole text. Have Ss do this in pairs.  - Check the answers as a class.  - Ask Ss where they find the answers.  - Explain the answers to Questions 5 (B and C answer only parts of the text. A covers the whole text) and 4 (based on the instructions in the text). | **1. Read the passage and choose A, B, or C for each blank in the email below.**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **\* Key:**  **1. C 2. C 3. A 4. B 5. A** | |  |  | | ACTIVITY 2: **Speaking**  **Aim: To help Ss revise and talk about things related to community service.**  **\* Content:** Ask and answer. Take not , and report the results  **\* Outcome:** Ss ask and answer using questions . Report the results to the class.  **\* Organisation :** Teacher’s instructions…... | | | **2. Work in pairs. Interview each other using the questions. Take notes of the answers and then report the results.**  - Ask Ss to work in pairs.  - Ask Ss to read the questions first and think about the answers. This is an opportunity for Ss to revise what they have learnt in Unit 3. They may also apply the knowledge of Units 1 and 2 to this activity.  - Allow Ss time to exchange their ideas. Ask them to take notes of their answers. Pairs can exchange their answers when they have finished.  - Call on some pairs to report their answers in front of the class. Each pair may answer just one question to allow room for more pairs or groups.  Check the answers and add more information if necessary.  If time allows, call on 1 - 2 pairs to present the answers to all three questions. | **2. Work in pairs. Interview each other using the questions. Take notes of the answers and then report the results.**  - Ss **work individually** first then work in pairs ask and answer the questions  **\* Key:**  **Suggested answers:**  **1.** Anybody.  **2**. Street children, old and sick people, abandoned / street animals, etc.  **3**. (It can be any tasks like) cooking / shopping for the old / the sick; collecting books / clothes for street children; opening classes to teach street children; adopting a dog / a cat; cleaning the neighbourhood / beach, painting walls at / decorating public places, reading to the people in hospitals / nursing homes... | | ACTIVITY 3 : **Listening**  **Aim: To help Ss practise listening for specific information.**  **\* Content:** Listen and complete to each sentence.  **\* Outcome:** Ss listen and can complete the sentence correctly.  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **3. Listen and complete the sentences with ONE word.**  - Have Ss read the questions first to get an overall idea of what they are going to listen and decide what information they need to complete the sentences.  - Play the recording and allow Ss time to look for the answers.  - Check Ss' answers.  - Play the recording again and stop and answer each question if needed.  - Check and confirm the correct answers.  **Audio script:**  *Camping can be lots of fun. When we go camping, there is plenty of time for games with friends. If we camp near a beach, we can build sandcastles, go swimming, or play beach volleyball. In other places, we can do other activities like playing football, cycling, bush walking, listening to music or drawing.* | **3. Listen and complete the sentences with ONE word.**  **- T\_ Ss**  - Listen to the instructions clearly  - Listen and fill in the blanks with One word.  **\* Key:**  **1**. games **2**. sandcastles  **3.** open **4.** computer  **5**. (Any of the following): food, water, compass  *In the evening, we can have dinner by an open fire. It’s a good time to enjoy the fresh air, tell stories and laugh with friends. While we go camping, there is no television or computer. But don’t worry. You’ll have a great time. Don’t forget to bring important things, like food and water, a sleeping bag, a compass, and some insect cream.* | | ACTIVITY 4: **Writing**  **Aim: To help Ss practise writing complete sentences from the prompts provided.**  **\* Content:** Write complete sentences to make a passage.  **\* Outcome:** Ss can write complete the passage about community activities.  **\* Organisation :** | | | **Teacher’s & Student’s activities** | **Content** | | **4. Write complete sentences to make a passage describing community activities**.  - Ask Ss to read all the six sentences first to help them see the connection among them.  - Ask Ss to decide which tense should be used for each sentence, and which word(s) is / are missing from the sentence.  - Allow Ss 6 - 8 minutes to complete the sentences.  - T checks the answers as a class. Explain where it is needed.  - If time allows, call on 1 - 2 Ss to read the text out loud. | **4. Write complete sentences to make a passage describing community activities**  - Listen to the teacher’s instructions carefully.  **- T\_ Ss**  - Give the answers  \* **Key:**  ***1.*** *We join community activities once a month.*  ***2.*** *Last month we planted (some) trees in the park.*  ***3.*** *We dug some holes to put the young trees in.*  ***4.*** *Then we watered them for two or three weeks.*  ***5.*** *Now the trees are growing very well.*  ***6.*** *They will make the park greener and the air fresher.* | | **4. WRAP-UP & HOME WORK (2’)**  \* Teacher asks students to talk about what they have learnt in the lesson .  - Summarise the main points.  - Ask Ss what they have learnt so far. Have them recall the important elements:  \* **HOME WORK**  - Finish the writing. Copy into the notebooks.  - Do more exercises in workbook.  **===========================** | | | |

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| **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK: …** | **Peroid 25 : REVISION ON MID-TERM TEST** |

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

**1. Knowledge:**

- To help Ss consolidate and apply what they have learnt in the Unit 1,2,3. To recycle the language from the previous sections. Ss can evaluate their performance and provide further practice. Do some practice exercises.

- By the end of the lesson, Ss will be able to revise, do exercises . Check how progress they have achieved , what they have learnt in the previous lessons.

**\* Vocabulary:** Ss revise words and phrases related to *Hobbies ; Healthy living; Community service*

**\* Grammar :**

- Unit 1 : **Hobbies**: Review and teach present simple tense.Talking about likes and dislikes.

- Unit 2: **Healthy living:** *Simple sentences.* Asking for and giving healthy tips.

- Unit 3 : **Community service:** Review and teach Past simple tense. Giving compliment

**\* Writing:** - write a paragraph about one’s hobby.

- write a paragraph of some advice about healthy habits.

- write an email about community activities.

**2. Competence:** Students will be able to revise the language they have learnt and they have practised so far. They have learnt items of language and skills . Practising doing exercises.

- Develop communication skills and creativity.

- Actively join in class activities.

**3. Qualities :** Having the good attitude to working in groups, individual work, pair work, cooperative learning.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....

- Students : Text books, studying equipment….

- Computer connected to the Internet.

- Sach mem.vn.

**III. PROCEDURE:**

**Notes:**

**In each activity, each step will be represented as following:**

*\* Deliver the task.*

*\* Implement the task.*

*\* Discuss.*

*\* Give comments or feedback.*

|  |  |  |
| --- | --- | --- |
| **1. WARM UP & INTRODUCTION** | | |
| **Aims: Introduction**  - By the end of this review, students will have revised the language they have learnt and they have practised so far.  - Ask Ss what they have learnt so far in terms of language and skills. Summarise their answers and add some more information if necessary.  **\* Content:** Revision what they have learnt so far.  **\* Outcome:** Doing exercises correctly  **\* Organisation :** Teacher’s instructions….. | | |
| **Teacher’s activities** | **Student’s activities** | |
| **+ Greeting**  **+ Chatting; Asking questions**  - Teacher **(T)** asks Ss some questions about them and class.  - Teacher reminds student of the homework of the previous lessons.  - Have students answer and do the tasks  - Teacher asks the whole class to discuss and give feedback on the answers  - T gives comments  - Ask Ss to open their book and introduce what they are going to study….  - T leads in the lesson.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Asking questions**  **- T\_Ss**  - Students **(Ss)** listen and learn how to do.  - Open their book and write . | |
| **2. PRESENTATION/ NEW LESSON** | | |
| **PRACTICE EXERCISES**  **Aim : To help Ss revise what they have learnt so far.**  **\* Content:** Revision on tenses of verbs. Present simple  **\* Outcome:** Understading more using the tenses.  **\* Organisation :** Teacher’s instructions.… | | |
| **Teacher’s & Student’s activities** | **Content** | |
| **I. Review**  - T reviews some grammar points they have learnt .  - To be.  - Present simple tense  - Simple sentence. Kinds of sentences  - Past Simple tense. | - Review what they have learnt.  **- T\_ Ss**  - Some grammar points they have learnt.  - To be.  - Present simple tense  - Simple sentence. Kinds of sentences  - Past Simple tense.To be in past simple  ........... | |
| **1) Hiện tại đơn:**  **a) Form**  + Động từ to be:  (+) S + is/ am/ are + O.  (-) S + is/ am/ are + not + O.  (?) Is/ am/ are + S + O?  + Động từ thường:  (+) S + V-inf/ s/ es + O.  (-) S + do/ does + not + V-inf + O.  (?) Do/ does + S + V-inf + O?  **b) We use the present simple for:**  – *something that is a general truth.*  Example: The sun **rises** every morning.  – *something that happens regularly in the present.*  Example: She **goes** swimming three times a week.  – *timetables or programmes.*  **Example:** The cooking lesson **starts** at 9 a.m.  **c) Các trạng từ chỉ tần suất:** Always, usually, often, sometimes, hardly, never  - Every (day/ week/ night/ month…)  - In the morning/ afternoon/ evening  **II. Simple sentences.**  Câu đơn hay còn gọi là câu độc lập thường bao gồm **một chủ ngữ và một động từ**. Câu đơn thể hiện một ý nghĩa đầy đủ. **[ S - V- O - A ]**  **Example:**  A.Some students don’t like studying in the morning. B. Peter and Bill play football every afternoon. C. Linda goes to the library and studies every day.  **III. Past simple:**  **a) Form:**  + Động từ to be:  (+) S + was/ were + O.  (-) S + was/ were + not + O.  (?) Was/ were + S + O?  + Động từ thường:  (+) S + Ved/ V2 + O.  (-) S + did not + V-inf + O.  (?) Did + S + V-inf + O?  **b) Use:-** We use the past simple to talk about completed actions in the past.  - We often use specific time expressions, such as yesterday, last month, 3 weeks ago, or in 1999 with the past simple.  Eg: - We **helped** the elderly in a villages last summer. **(help)**  - Last year, we **sent** text books to help children in rural villages. **(send)**  **c)** Các trạng từ chỉ thời gian trong quá khứ: yesterday, ago, last (week/ month/ year/…)  + In + năm quá khứ; When ...... | | |
| **II. PRACTICE EXERCISES:**  + T gives instructions and ask Ss to do some exercises.  **Exercise 1: Complete the sentences. Use the present simple form of the verbs.**  **1.** The cooking lesson \_\_\_\_\_\_\_\_ (start) at 9 a.m.  **2**. My sister usually \_\_\_\_\_\_\_\_ (cook) dinner.  **3**. The train \_\_\_\_\_\_\_\_ (leave) at 10 a.m.  **4**. The Red River \_\_\_\_\_\_\_\_ (flow) through Ha Noi.  **5**. My yoga class \_\_\_\_\_\_\_\_ (start) at 6 a.m. every Tuesday.  **6**. We sometimes \_\_\_\_\_\_\_\_ (watch) TV on Sundays.  **7**. My dad \_\_\_\_\_\_\_\_ (enjoy) gardening .  **8**. My mum and sister \_\_\_\_\_\_\_\_\_ (not like) gardening.  **9.** We \_\_\_\_\_\_\_\_\_( love) cooking.  **10**. The sun \_\_\_\_\_\_\_\_\_ (rise) in the East and \_\_\_\_\_\_\_\_ (set) in the west.  **Exercise 2: Put the verbs into the correct form of the Present Simple**  **1.** Frank \_\_\_\_\_\_\_\_ (come) from England .  **2**. What \_\_\_\_\_\_\_(you, like) doing in your free time?  **3.** Nicky\_\_\_\_\_\_\_\_\_ (always, think) mountain climbing is dangerous.  **4.** \_\_\_\_\_\_\_ (Stacy, practise) playing the guitar three times a week?  **5.** Jonathan\_\_\_\_\_\_\_\_\_ (not, like) going out in the evening.  **6.** Some of her friends \_\_\_\_\_\_\_\_\_ (dislike) doing Maths homework.  **7.** She \_\_\_\_\_\_\_\_\_ ( spend) hours drawing pictures everyday.  **8**. She\_\_\_\_\_\_\_\_\_\_ (often, keep) the bottles after drinking the water.  **9**. My sister \_\_\_\_\_\_\_\_\_ (not, love) gardening at the weekend.  **10**. John\_\_\_\_\_\_\_\_ (play) football with his friends every weekend.  **\*Ask Ss to do more exercises if have time**  **+ Photocopial papers**  **+ Ss do exercises**  **+ T gets feedback.** | | **Exercise 3: Give the correct form of the verbs.**  1.Nam often (go) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to school by bike every day.  2. A lot of people ( go) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to work by car.  3. John usually ( take ) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the bus to school.  4. He ( play ) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ volleyball but he ( not enjoy ) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it .  5. School children ( wear ) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ uniform on Monday.  6. Mary often ( go) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to work on foot .  7. Bad students never ( work) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hard.  8. They ( not be ) \_\_\_\_\_\_\_\_\_\_ doctors.  9**.** He ( call ) \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_you tomorrow.  10. Mr. Nam ( come ) \_\_\_\_\_\_\_\_\_\_ and ( help) \_\_\_\_\_\_\_\_\_\_ me tomorrow.  **Exercise 4: . Give the correct form of the verbs.**  1. I enjoy (play)… football with my friends.  2. I (go)……swimming with you tomorrow.  3. They hate (paint)………………… but they like (swim)………………………….  4. I think I (move) ………………………..to the city next year.  5. My sister likes (cook) ……………….very much. She can cook many good foods.  6. Every year, my mother (give)……. me a nice doll on my birthday.  7. She loves (do)…………. the gardening  8. Do you think you (meet)……………….. Hoa this weekend?  9. We (go)….. to the cinema three times a month.  10. My hobby is (collect  11. What you (do)………. in your free time?  12. Hoa (continue)………….. this hobby in the future.  13. I don’t think we (have)…… free time.  14. My brother (listen)… to music every day.  15. Nga (share) …………………..this hobby with anyone?  16. I think (make)…. models is interesting.  17. I find (carve)……….. wood boring  18. They (give)…………. a party next week. |
| **3.** **Writing**  **Aim:To help Ss complete an email of 60-70 words about a student’s family member.**  **\* Content:** Writing exercises  **\* Outcome:** Writing sentences and paragraph properly and correctly.  **\* Organisation :** Teacher’s instructions.... | | |
| **Teacher’s activities** | **Student’s activities** | |
| **I. Make sentences using the words and phrases given.**  ***Example:***  **I. Write complete sentences, using the given words and phrases. You may have to change the words or add some.**  **1.** sun / set / in / west / every evening.  **2.** My brother/like/ make/ model cars.  **3**. Trang and Minh / play / basketball / every day / after school?  **4**. They/enjoy/ collect/ stamps.  **5**. flight / from / Ho Chi Minh City / not arrive / at 10:30.  **6**. This river/ / run/ home town / through/ my.  **7**. our science teacher / start / our lessons / 1 p.m. / on Fridays.  **8.** My drawing class / start/ 8 a.m / and / 10 a.m / finish/ every Saturday.  **9.** They/ make / models / at / weekend.  **10**. She/ go/ judo club/ every weekend.  .**II. Write a paragraph**  - Ask Ss to discuss and answer the questions in pairs. Then have them write their paragraph individually.  - Ask one student to write the paragraph on the board. Other Ss and T comment on the writing on the board.  - T collects some writings to give feedback at home.  - Get feedback.  **\* Write a paragraph of about 60 - 70 words about your hobby. Use the questions below:**  **1.** What is the name of your hobby?  *🡪* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **2.** When did you start your hobby?  *🡪* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  **3.** Who do you often share your hobby with?  *🡪* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  **4.** Is it hard to do it?  *🡪* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  **5**. What are the benefits of the hobby ?  *🡪*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **+ Ask Ss to do more exercises if have time**  **+ Photocopial papers**  **+ Ss do exercises**  **+ T gets feedback.** | **III. Write a paragraph;**  **\* Write a paragraph of about 70 words to give advice on how to avoid virus**  **-** wear a mask.  - exercise everyday.  - avoid crowds  - wash your hands often.  - keep your surroundings clean  **IV. Write an email.**  **Write a description of your community activities (60-80 words). You can use the following questions as cues.**  - What are your community activities?  - How often do you take part in these activities?  - Why do you join these activities?  **...........** | |
| **4. WRAP-UP & HOME WORK**  - Summarise the main points.  - Ask Ss what they have learnt so far. Have them recall the important elements:  + Words / phrases and combinations related to friends…  **\* HOME WORK**  - Read again the conversation  - Do more exercises in workbook.  - Make more sentences using adverbs of frequency. | | |

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***Date of preparing:*** ….. /…………/ 2022

***Date of teaching :*** ............... **Period 26 : THE FIRST MID-TERM TEST**

**WEEK : 9**

**I. OBJECTIVES :**

- To test students’ understanding in grammar, vocabulary listening, reading and writing after unit 1,2,3 English 7

- Students need to know how much progress they’ve learnt. They know how well they’ve made . They also want to know which language area they must practice more.

**\* Vocabulary:** Ss revise words and phrases related to *Hobbies ; Healthy living; Community service*

**\* Grammar :**

- Unit 1 : **Hobbies**: Review and teach present simple tense.Talking about likes and dislikes.

- Unit 2: **Healthy living:** *Simple sentences.* Asking for and giving healthy tips.

- Unit 3 : **Community service:** Review and teach Past simple tense. Giving compliment

**\* Writing:** - write a paragraph about one’s hobby.

- write a paragraph of some advice about healthy habits.

- write an email about community activities.

**2. Competence:** Students will be able to revise the language they have learnt and they have practised so far. They have learnt items of language and skills . Practising doing exercises.

- Develop communication skills and creativity.

- Actively join in class activities.

**3. Qualities :** Having the good attitude to working in groups, individual work, pair work, cooperative learning.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....

- Students : Text books, studying equipment….

- Computer connected to the Internet.

- Sach mem.vn.

**III. PROCEDURE:**

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| **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK:** | **Period ..... : UNIT 4: MUSIC AND ARTS**  **Lesson 1: GETTING STARTED**  **A talk at the school gate** |

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

- use the words related to the topic *Music and Arts;*

- pronounce the sounds /**ʃ**/ and /**ʒ**/ correctly;

- use like, different from, (not) as... as to compare people and things;

- express preferences;

- read for specific information about a traditional art form;

- talk about a musical performance at their school;

- listen for specific information about street painting;

- write an informal letter of invitation

**1. Knowledge:**

- To introduce the topic “ *Music and arts* ”. To practice listening and reading.

- Have an overview about the topic *Music and arts.*

- Use the vocabulary to talk about *Music and arts.*

**+ Vocabulary:** + use the lexical items related to the topic *Music and arts;*

*concert hall (n), actress (n), artist (n), composer (n), puppet (n), portrait (n), photography , perform*

- pronounce and recognize the sounds /**ʃ**/ and /**ʒ**/.

**+ Grammar:** - *Comparisons:* like, different from, (not) as … as .

**2. Competence:** Students will be able to practice listening and reading the conversation between Trang and Nick. *(They are talking about music and arts, what they often do in their free time, and then they agree on what to do next weekend.)*

- Develop communication skills.

- Be cooperative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Qualities:** - To educate the love of music and art.

- Be ready to know the words about music and arts.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 7 text book, laptop, projector / TV/ pictures and cards.....

- Students : Text books, studying equipment….

- Computer connected to the Internet.

- Sach mem.vn

**III. PROCEDURE:**

**Notes: In each activity, each step will be represented as following:**

*\* Deliver the task.*

*\* Implement the task.*

*\* Discuss.*

*\* Give comments or feedback.*

|  |  |
| --- | --- |
| **1. WARM UP & INTRODUCTION ( 3’- 5’)** | |
| **Aims:**  **- To create an active** **atmosphere in the class before the lesson;**  **- To lead into the new unit**  **\* Content:** Tohave somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the subject and new lesson.  **\* Outcome:** Having a chance to speak English.  **\* Organisation :** Teacher’s instructions … | |
| **Teacher’s Student’s activities** | **Content** |
| **+ Greeting**  **+ Guessing game: Kinds of music**  \* Teacher divides students into 2 groups and has them listen to some songs to guess what kinds of music they are.  \* Students work in 2 groups, try to listen, and guess.  \* The member in each group which has the answer can raise hand. If student has the correct answer, he/ she will get 1 point for his/ her group.  \* Teacher confirms the winner.  \* Teacher leads students into the lesson by telling them that “ In today lesson, we are going to learn more words to talk about *Music and arts* and two sounds /ʃ/ and /ʒ/.”  - Ask Ss to guess what they are going to learn about in this unit. Then write Music and Arts and ask Ss to give any words or phrases they know related to these activities.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Guessing game: Kinds of music**  **- T\_Ss.**  + Students **(Ss)** listen and learn how to do the tasks.  ***Suggested answers:***  1. Classical music:  <https://www.youtube.com/watch?v=zHvBPwNUBS8&ab_channel=JervyHou>  2. Rock:  <https://www.youtube.com/watch?v=AW8AFTBbetI&ab_channel=Infraction-NoCopyrightMusic>  3. Jazz:  <https://www.youtube.com/watch?v=jUCxIbI9cak&ab_channel=bojunc>  5. Pop:  <https://www.youtube.com/watch?v=8xg3vE8Ie_E&ab_channel=TaylorSwiftVEVO>  6. Country music:  <https://www.youtube.com/watch?v=rCIXjYo9qs4&ab_channel=MusicTravelLove> |
| **2. PRESENTATION/ NEW LESSON ( 12’- 15’)** | |
| ACTIVITY 1:  **Aims: To set the context for the introductory conversation;**  **- To introduce the topic of the unit.**  **\* Content:** Learn some new words . Read the conversation and find out new words.  **\* Outcome:** Knowing more new words. Understanding the conversation; topic of the lesson, grammar points…  **\* Organisation :** Teacher’s instructions.. | |
| **Teacher’s Student’s activities** | **Content** |
| **1. Listen and read:** *(Ex 1, p. 40)*  **\*Teach vocabulary:**  + Teacher uses different techniques to teach vocab (situation, realia, translation.)  + Teacher introduces the vocabulary by:  - providing the pictures  - eliciting the definition of the words  + Teacher do the “Rub out and remember” checking technique.  + Teacher checks students’ pronunciation and gives feedback. Teacher reveals that these words will appear in the reading text and asks students to open their textbook to discover further.  - Call on some groups of Ss to read the conversation aloud.  \*\* Set the context for the listening and reading. Introduce Trang and Nick: they are friends.  - Have Ss look at the title and the picture and guess what the conversation between Chau and Nick might be about. Have Ss answer some questions.  - Encourage Ss to answer, but do not confirm whether their answers are right or wrong.  - Play the recording twice for Ss to listen and read along. (They may read silently or aloud.)  - Have some pairs of Ss read the conversation aloud..... | **1. Listen and read: - T\_Ss**   |  | | --- | |  |   **\* Vocabulary**  **1. classical** (adj): cổ điển  **2. spare time** (n): thời gian rảnh rỗi  **3. musical instruments** (n): nhạc cụ  **4. landscape** (n): cảnh quan  **5. art gallery** (n): phòng trưng bày nghệ thuật  **...**  - Listen carefully and read aloud.  \*\* ... Ask Ss what exactly Trang and Nick are talking about. Now confirm the correct answer. (They are talking about music and arts, what they often do in their free time, and then they agree on what to do next weekend.)  - Have Ss say the words in the text that they think are related to the topic of the unit. Have them pronounce the words containing the sounds /**ʃ**/ and /**ʒ**/ . Quickly write the words on the board. |
| **3. PRACTICE ( 15’)** | |
| ACTIVITY 2:  **Aim: To help Ss understand the main idea of the text.**  **\* Content:** Listen and read the conversation.Answer the question.  **\* Outcome:** Understanding more the content of the conversation.  **\* Organisation :** | |
| **Teacher’s Student’s activities** | **Content** |
| **2. What are Trang and Nick talking about?**  - First, ask Ss to give the answers without reading the conversation again.  - Then have Ss underline the words / phrases in the conversation that are related to the topic Music and Arts and check their answers. Confirm the correct answers.  - Check the answers as a class. | **2. What are Trang and Nick talking about?**  **- T\_Ss**  **- Work individually.**  - Give the answers  **\* Key: C** |
| ACTIVITY 3:  Aims:  **- To help Ss further understand the text;**  **- To acquaint Ss with the grammar points and new vocabulary of the unit.**  **\* Content:** Complete the sentences with suitable word or phrases.  **\* Outcome:** Ss know more the use of words and phrases in context.  **\* Organisation :** | |
| **3. Complete the phrases under the pictures with the verbs below.**  - Ask Ss to work independently to fill each blank with a word / phrase from the box.  - T may instruct them how to do the exercise: (1) read the sentences and identify the kind of information needed to fill the blanks, (2) read the conversation again and locate the place to find the words / phrases to fill the blanks.  - Allow Ss to share answers before discussing as a class.  - Write the correct answers on the board.  - If there's time, call on some Ss to read the sentences.  - Check the answers as a class. | **3. Complete the phrases under the pictures with the verbs below.**  **- T\_ Ss**  - Listen to the instructions clearly  - **Ss to work independently**  - Copy them  Key:  **1. art gallery 2. photos**  **3. different from 4. like**  **5. musical instruments** |
| ACTIVITY 4:  **Aim: To develop Ss' knowledge of the vocabulary about music and arts.**  **\* Content:** Write the correct word od phrases under each picture.  **\* Outcome:** Ss know more some words about music and arts  **\* Organisation :** | |
| **4. Write the correct word or phrase under each picture. Then listen and repeat.**  - Ask Ss to work in pairs or in groups to do the task. Tell them that some words / phrases appear in the text and some do not.  - Play the recording for Ss to check and repeat. - Check and correct their pronunciation.  - Give them the meaning of the words / phrases if necessary.  - Check the answers as a class. | **4. Write the correct word or phrase under each picture. Then listen and repeat.**  **- T\_ Ss. Work in pairs**  **- Ss do it.**    **\* Key:**  **1.** paintbrush **2.** Camera  **3.** painting **4.** musical instruments  **5.** water puppet show **6.** art gallery |
| **4. PRODUCTION/ FURTHER PRACTICE ( 8’)** | |
| ACTIVITY 5:  **Aim: To help Ss revise some vocabulary related to the field of music and arts and to evaluate how artistic they are.**  **\* Content:** Doing the Quiz  **\* Outcome:** Ss can remember the words. Revise and learn more new words.  **\* Organisation :** | |
| **Teacher’s Student’s activities** | **Content** |
| **5. QUIZ : How artistic are you?**  - Have Ss work individually. Tell them to write down their answers to all the questions.  - Let them add up their points and report to their group how artistic they are.  **Example:**  A: I think I'm very artistic. I have 4 As out of 5.  B: I'm not artistic at all. I've got only 1 A and 4 Bs.  (If a student's answer is 4 or 5 As, he / she is very artistic, if his / her answer is 3 As, he / she is somewhat artistic, if his / her answer is 0 / 1 / 2 As, he / she is not artistic (at all).)  - T may call on some Ss to report to the whole class. | **5. QUIZ : How artistic are you?**  + Listen to the instructions carefully and do the tasks.  29,647 Art Gallery Illustrations &amp; Clip Art - iStock |
| **5. WRAP-UP & HOME WORK (2’)**  **1.** Ask one or two Ss to tell the class what they have learnt. Ask Ss to say aloud some words/ phrases they remember from the lesson. If there is a projector in the classroom, show the conversation, highlight the key words related to the topic. It would be helpful if T also highlights in the conversation the words with the sounds /ʃ/ and /ʒ/. the structures with like, (not) as... as, different from.  - Tell Ss that they will learn these language points in the following lessons.  - Bring to class some posters / pictures, or show on the screen some images of musical instruments, places or things related to the topic Music and Arts, or some famous actors and actresses.  - Ask Ss to name them.  **2.** Teacher informs student of the final project of the Unit’s project.  + Explain the requirements of the project: Imagine that you are going to organise a music show and then design an invitation for that show. Students will show their posters and present their ideas in Lesson 7 – Looking back and Project.  + Teacher explains to students how they can get the information.  + Put students into groups and ask them to discuss to assign tasks for each member. Help them set a deadline for each task.  (Teacher should check the progress of students’ preparation after each lesson.)  **\* HOME WORK**  - Read again the conversation on page 40  - Do more exercises in workbook.  - Prepare new lesson: Lesson 2: A CLOSER LOOK \_1  **=========================** | |