Date of preparation: 10/12/2024

Date of teaching: 14/12/2024

**PERIOD 42 UNIT 6: A VISIT TO A SCHOOL**

**Lesson 1: Getting started – A visit to Binh Minh Secondary School**

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

**1. Knowledge:**

1.1. An overview about the topic *A visit to a school*

1.2. Understand the context for introductory text and Vocabulary to talk about school facilities

**2. Competence:**

2.1. Read the conversation and answer the question.

2.2. Name these places, using given words and phrases.

2.3. Use the knowledge to do the exercises 4,5

*2.4.Use structure preposition of time and place to practice*

**3. Quality**:

3.1. Love for their new school.

3.2. Respect for teachers and classmates.

**II. TEACHING AIDS**

Ss’ books, text books, projector, computer, wifi, soft documentary.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities** | **Contents** |
| **1. Organization (1’)**  - Checking Ss’ attendance:  **2. Warm up (4’)**  **CHATTING**  - Teacher asks students some questions related to the topic:  *- What did you see when you first came to our school?*  *- How did you feel?*  *- Have you ever had a visit to Chu Van An Lower Secondary School / a famous school in your area?*  Students raise hands to answer the questions.  Teacher and students discuss the questions.  Teacher accept all students’ questions.  **3. New lesson (35’)**  **+ Activity 1 (10’)**  **Ex1. (1.1); (1.2); (2.3)**  -Teacher introduces the vocabulary by giving definitions / examples of the words.  -Teacher writes all students’ answers on the board.  - Teacher circles or highlights the following words and discuss the meanings of these words:  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..  **+ Activity 2 (25’)**  **Ex1. (2.1) Listen and read.** *(Ex 1, p. 60)*  - Teacher can play the recording more than once.  - Students listen and read.  -Teacher can invite some pairs of students to read aloud.  - Teacher check students’ pronunciation and give feedback.  **Ex2. (2.1)**  **Read the conversation again and answer the questions by circling A,B or C** *(Ex 2, p. 62)*  -Teacher tells students to read the conversation again and work independently to find the answers.  -Students do the task individually.  -Other Ss correct if the previous answers are incorrect.  - Teacher calls some students to give the answers and gives feedback.  **Ex3. (2.2) Name these places, using the words and phrases from the box***(Ex 3, p. 61)*  **Game: Who is faster?**  - Teacher divides the class into 2 teams. Teacher explains instructions of the game:  - Teacher sticks 5 pictures on the board and gives each team a set of cards with names of places.  - Members of each team take turns and stick the suitable card under each picture.  - The team with more correct answers is the winner.  - Students play the games in teams.  - Teacher has students write down the correct answers on their books.  - Teacher confirms the answers and gives feedback. Teacher can ask for translation to check their understanding.  **Ex4. (2.2) Complete the sentences with the words/phrases in task 3** *(Ex 4, p. 61)*  - Teacher asks students to work individually to complete the task.  - Students fill in the blanks with the most suitable words/ phrases.  - Teacher allows students to share answers before discussing as a class.  -Teacher can ask for translation to check their understanding.  **Ex5. (2.3) *Work in pair. Ask and answer questions about Nick’s timetable, using when and where.*** *(Ex 5, p. 61)*  -Teacher models this activity with a more able student first.  -Teacher asks students to work in pairs.  -Teacher can go around to help weaker students.  - Teacher calls on some pairs to practise in front of the class.  **4. Feedback (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.  **5. Homework (3’)**  - Give out homework and guide ss to prepare for the new lesson. | **I. Getting started.**  **Ex1. Listen and read.**  **\* New words.**  1. lower secondary school (n.phr): trường trung học cơ sở  2. member (n): thành viên  3. remind (v): nhắc nhở/ gợi nhớ  **II. Practice**  **Ex1. Read the conversation**  A visit to Binh Minh Secondary School  **Ex2.Read the conversation again and answer the question**  ***Answer key:***  *1. B*  *2. C*  *3. C*  *4. B*  **Ex 3*.* Name these places, using the words and phrases from the box**  **Answer key:**  *1. gym*  *2. computer room*  *3. school garden*  *4. playground*  *5. school library*  **Ex4. Complete the sentences with the words/phrases in task 3.**  ***Answer key:***  *1. playground*  *2. computer room*  *3. gym*  *4. school library*  *5. school garden*  **Ex5. *Work in pair. Ask and answer question about Nick’s timetable, using when and where***  ***Example***:  *A: When does Nick have maths?*  *B: At 8 a.m. on Monday, Tuesday, and Friday.*  *A: And where does he have it?*  *B: In his classroom, room 302.*  *\** ***Homework***  - Learn by heart new words and list the names of the school things.  - Practice reading Ex1  - Prepare: A closer look 1  + Revise words of school things, school subjects and school activities. |

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**PERIOD 43 UNIT 6: A VISIT TO A SCHOOL**

**A CLOSER LOOK 1**

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

**1. Knowledge:**

1.1. Know and use words/phrases Practise vocabulary related to the topic “Schools, school facilities, and school activities”.

1.2- Pronunciation: correctly pronounce words that contain the sounds: /tʃ/ and /dʒ/

**2. Competence:**

2.1 Use the vocabulary to do Ex1,2,3

2.2. Know to pronounce the sounds **/t∫/** and **/dᵹ/** to do Ex4,5

*2.3. Use words related to*“Schools, school facilities, and school activities” *to make sentences*

**3. Quality**:

3.1. Love for their new school.

3.2. Respect for teachers and classmates.

**II. TEACHING AIDS**

Ss’ books, text books, projector, computer, wifi, soft documentary.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities** | **Contents** |
| **1. Organization (1’)**  - Checking Ss’ attendance:  **2. Warm up (4’)**  **+ Greeting : Chatting**  - Teacher **(T)** asks Ss some questions about  them and class.  - Students **(Ss)** listen and learn how to do.  - Ask Ss to open their book to page 6 and introduce what they are going to study….  - Open their book and write .  **3. New lesson (35’)**  **+ Activity 1 (15’)**  - Teacher introduces the vocabulary.  - Teacher introduces the vocabulary by:   * providing the pictures * providing the definition of the words.   - Teacher asks students to repeat.  - Teacher rubs out and checks.  **EX 1: Match the words in columns A and B to form phrases. Then say them aloud***(Ex 1, p. 62)*  -Teacher asks students to look at the two columns and checks if they understand the meanings of all the words. Remind students that these words / phrases will be used again in the upcoming lessons.  - Teacher gets students to do the exercise in individuals.  - Ask them to share their answers in pairs before checking the answers as a class.  - Teacher then encourages students to explain their answers. Correct if necessary.  **+ Activity 2 (10’)**  **Ex2: Complete the sentences with the phrases in task 1** *(Ex 2 p. 62)*  - Teacher asks students what KEYWORD is and to pay attention to the KEYWORDS in Ex 2.  - Teacher asks them to do Ex 2. Students do the task individually.  - Teacher asks students to share their answers in pairs before checking the answers as a class.  - Teacher then encourages students to explain their answers. Correct if necessary.  **+ Activity 3 (10’)**  **\*PRONUNCIATION:** the sounds **/t∫/** and **/dᵹ/**  **Work in pairs. Answer the questions about your school***(Ex 3, p. 62)*  - Teacher sets the scene, asks some Ss to explain and checks their understanding of their roles and the situations.  - Then let some pairs role play the conversations in front of the class.  - Teacher allows students to cross check first.  - Teacher then checks pronunciation, if necessary.  -Teacher explains the difference between the sounds: /tʃ/ and /dʒ/.  Then asks Ss to practice pronouncing words in Ex. 4.  - Teacher plays the recording several times, if necessary, for students to listen and repeat the words.  - Teacher allows students to cross check first.  - Teacher then checks pronunciation and gives feedback, if necessary  **Listen and pepeat the words what letters can we use to make the /dʒ/ sound** *(Ex 4, p. 62)*  - Teacher shows a list of words on the screen and asks Ss to listen to the recording.  - Teacher asks them to note down the words they hear in the correct order. Give students a few minutes to look at the words and ask some Ss to repeat.  **Listen and repeat the chant. Pay attention to the sounds /tʃ/ and /dʒ/.** *(Ex 5, p. 62)*  -Teacher plays the recording twice.  - Students practice the chant in pairs or groups.  - Teacher goes around to offer help or correct pronunciation, if necessary.  - Teacher calls some students to say the sentences in front of the class. Check their pronunciation if necessary.  **4. Feedback (2’)**  - Ask one or two Ss to tell the class what they have learnt.  -Ss answer the questions  - Ask Ss to summarise what they have learnt in this period  - Ss call out the words they have just learnt  **5. Homework (3’)**  - Give out homework and guide ss to prepare for the new lesson. | I. Vocabulary  1. entrance exam (n.phr.)  2. facility (n)  3. midterm (n)  4. outdoor (adj)  5. gifted (adj)    **1: Match the words in columns A and B to form phrases. Then say them aloud**  ***Answer key:***  *1. d 2. c 3. b 4. e 5. a*  **2: Complete the sentences with the phrases in task 1**  ***Answer key:***  *1. gifted students*  *2. mid-term test*  *3. outdoor activities*  *4. school facilities*  *5. entrance examination*  **3. Work in pairs. Answer the questions about your school**  **4. Listen and pepeat the words what letters can we use to make the /dʒ/ sound**  **5. Listen and repeat the chant. Pay attention to the sounds /tʃ/ and /dʒ/.**  *\** ***Homework***  *- practice reading the conversation on page 6.*  *- Do more exercises in workbook.*  - Find some more words with the sounds /tʃ/ and /dʒ/. - Prepare vocabulary for the next lesson: A closer look 2. |

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**PERIOD 44**

**UNIT 6: A VISIT TO A SCHOOL**

**ACLOSER LOOK 2**

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

**1. Knowledge:**

1.1. Use the present simple in sentences

1.2. Use Preposition of time and place: at, in, on.

**2. Competence:**

2.1 Use the preposition of time and place to do Ex2, 3

2.2 Work in pair use the preposition of place to do Ex4

*2.3 Complete the passeage with* ***at, on or in*** *to do Ex5*

**3. Quality**:

3.1. Love for their new school.

3.2. Respect for teachers and classmates.

**II. TEACHING AIDS**

Ss’ books, text books, projector, computer, wifi, soft documentary.

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities** | **Contents** |
| **1. Organization (1’)**  - Checking Ss’ attendance:  **2.Warm up (4’)**  **SIMON SAYS**  - Teacher divides the class into 2-3 groups and explains the game rules:  - Teacher tells students what they must do using prepositions of place, beginning with “Simon says”. (*E.g. Simon says: put the pen in the pencil case; Simon says: sit on the chairs, Simon says: put your ruler on the table, …*)  -Students listen to the rules of the game and can discuss with other members in their groups.  - Students play in groups.  - Teacher informs which group is the winner.  - Teacher draws students’ attention to the prepositions of place in the commands.  - Teacher introduces the target of the lesson: prepositions of place and prepositions of time.  **3. New lesson (35’)**  **+ Activity 1 (10’)**  -Teacher asks students to study the Grammar box.  - Teacher draws students’ attention to the meaning and use of *at, in, on.*  - Teacher then asks some more able students to give some more examples.  - Students find out the form and the usage of prepositions of time.  - Teacher gives comments and writes on the board the form and the usage.  **EX 1: Complete the sentences using suitable prepositions of time.** *(Ex 1, p. 63)*  - Teacher has students work individually.  - Students work individually to complete the sentences.  - Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).  - Teacher confirms the answers and gives feedback.  **EX 2: Work in pairs. Ask and answer the questions about your school** *(Ex 2, p. 63)*  \* Teacher has students read the questions individually. Remind them that the questions with *when* are used to ask about time and the prepositions of time (in, on, at) are used in the answers.  - Students work in pairs to ask and answer the questions.  - Teacher calls some pairs to ask and answer the questions in front of the class.  - Teacher confirms the answers and gives feedback..  \* Teacher asks students to study the Grammar box.  - Teacher draws students’ attention to the meaning and use of *at, in, on.*  -Teacher then asks some more able students to give some more examples.  - Students find out the form and the usage of prepositions of time  - Teacher gives comments and writes on the board the form and the usage.  **Ex 3: Complete the sentences with At, in or on** *(Ex 3, p. 63)*  - Teacher asks students to read the instructions to understand how to do the activity.  -Teacher asks students to do the exercise individually, draws their attention to the type of words after the gaps so that they can choose the appropriate prepositions (e.g. *he … third floor* shows the surface, so they write *on* in the gap).  -Teacher then has them work in pairs, comparing their answers. Teacher can go around helping students.  -If there is time, have some Ss write the answers on the board. T and other Ss comment.  **EX 4: Work in pairs. Look at the pictures and answer the questions***(Ex 4, p. 64)*  -Teacher has students read the instructions of the activity to understand what they are going to do. Remind them that questions with *where* are used to ask about places and prepositions of place (at, on, in) are used in the answers. Check comprehension.  - Teacher asks students to do the exercise in pairs.  - Then call on some pairs to ask and answer the questions in front of the class.  - Teacher confirms the answers and gives feedback.  **Ex 5: Complete the passage with at, on or in. Then discuss in groups which prepositions express time and which one express place.** *(Ex 5, p. 64)*  - Teacher has one or two Ss say how the prepositions of time and place are used. Then ask them to read the instructions of the activity to understand what they are going to do.  - Students do the task individually.  -Teacher lets Ss discuss in groups and decide which prepositions express time and which ones express place. T goes around and corrects mistakes or gives help when necessary.  - Teacher calls on some Ss to share their answers in front of the class. If time allows, select one or two Ss to read the complete passage in front of the class. T and other Ss comment.  - Summarise the main points.  - Ss do the revision  - Ask some Ss to give a sentence about themselves, using the present simple and an adverb of frequency.  - Ss call out the main points they have just learned  E.g.  Student A: I usually get up late on Sunday.  Student B: ……………………  **5. Homework (3’)**  - Give out homework and guide ss to prepare for the new lesson. | **Grammar**  ***1. Prepositions of time***  *- At* is used to show a point of time (e.g. *at six o’clock, at noon, at break time*).  *- in* is used to show a period of time that is longer or shorter than a day (e.g. *in the morning, in December, in 2020*).  *- on* is used to show a day or part of a day (e.g. *on Monday, on January 18th, on Christmas Day*)  **II. Practice**  **1. Complete the sentences using suitable prepositions of time.**  ***Answer key:***  *1. at, at*  *2. in*  *3. in*  *4. on*  *5. at*  ***2. Prepositions of place***  *- At* shows a certain point (e.g. *at home, at school, at work*)  *- In* means inside something / a place (e.g. *in the classroom, in the school garden, in the playground*)  *- On* means on the surface of something (e.g. *on the board, on the wall, on the second floor*)  **2: Ask and answer the questions about your school**   1. My school year start at …. 2. I have English lesson in ……. 3. I usually celebrate Teachers’ Day in… 4. I am going to finish the school year in…   ***Suggested answers:***  *1. At a school / lower secondary school 2. In the school garden 3. On the board 4. On the stage (of the school, in the meeting room)*  **3: Complete the sentences with At, in or on**  ***Answer key:***  *1. in*  *2. in*  *3. at*  *4. at*  *5. on*  *6. on*  **4: Work in pairs. Look at the pictures and answer the questions**  **5: Complete the passage with at, on or in. Then discuss in groups which prepositions express time and which one express place.**  \* **Homework**  - Do exercises in the Workbook.  - Teacher asks students to make sentences about themselves, using the prepositions of time and place. |

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**PERIOD 45**

**UNIT 6: A VISIT TO A SCHOOL**

**COMMUNICATION**

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

**1. Knowledge:**

**1.1.** Memorize some words related to school topic: international(adj), boarding school(n), playground (n)

**1.2.** Use the present simple tense to describe school.

**2. Competence:**

2.1. **Identify and memorize** specific information about the three schools; (Ex 1,2)

2.2.  **Discuss** specific information about the three schools; (Ex 3)

*2.3\** ***Use*** *the specific information about schools to talk about the type of school they like or don’t like to go to and the reasons for that. (Ex4,5)*

**3. Quality:**

3.1. Love and be proud of their school

3.2. Respect for teachers and classmates.

II. Teaching aids:

- Grade 6 textbook, handouts, laptop/computer, projector,

**III. Procedures**

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| --- | --- |
| **Teacher’s and Student’s activities** | **Contents** |
| **1. Organization (1’)**  - Greetings  - Attendance-checking: |  |
| **2. Warm up (5’)**  **GAME: Conversation rearranging (Conversation in Task 1)**  - Teacher divides the class into 4 groups. Teacher delivers a set of sentences in a conversation to each group.  - Students will have to work in groups to arrange the sentences to make a meaningful conversation. The group with the fastest correct conversation will be the winner.  - Teacher allows students to cross check first.  - Teacher plays the recording to check.  **3. New lesson (34’)**  **Ex1: Listen and read the conversation. Pay attention the highlighted sentence** *(Ex 1, p. 64)*  -Teacher lets students listen to the examples in Ex 1 in the book.  - Teacher draws their attention to the form of ways to ask for details.  - Teacher and students discuss the form of ways to ask for details.  - Teacher confirms the answers and gives feedback.  **Ex 2.** **(2.1) Work in pairs. Ask and answer questions about your visit to a famous school. Use structures of asking for details.**  - Teacher has students read the instructions to understand what they are going to do.  - Students work in pairs to ask and answer questions about their visit to a famous school. | **Every day English**  **1: Listen and read the conversation.**  **Ask and answer questions about your visit**  1.Can you tell me more?  I can …..  2.Can you tell me why…?  I can…….  3.Can you tell me how…?  I can……  **2.** **Work in pairs. Ask and answer questions about your visit to a famous school. Use structures of asking for details.** |
| - Teacher then asks students to exchange their answer among class.  **b. Activity 2 (15’)**  **Ex 3. (2.2) Imagine that some overseas friends are planning to visit your school. Make a list of what you want to show them, the fill in the note.**  - Teacher has students read the instructions to understand what they are going to do.  - Students work as individuals.  - Students discuss in groups to exchange ideas.  - Teacher goes around and offers help, if necessary.  **Work in pairs. Ask and answer questions about your plan***(Ex 3, p. 65)*  - Teacher gives instructions and asks students to read the example to understand how to start and end the conversation.  - Students work in pairs, ask and answer questions about their plans.  - Teacher allows students to share their answers with other pairs.  -Teacher calls some pairs to act out the conversations in front of the class. Teacher and other Ss comment.  **Ex 4. (1.2); (2.4)**  **Work in group. Read the passage and complete the table about a high school in the uk then discuss and fill in the information about your school.** *(Ex 4, p. 65)*  - Teacher has read the instructions to understand what they are going to do. Remind them that they have to read the passage and fill the information from the passage in the column of *Wilson High School*.  - Ask Ss to look at the table to understand what information they need to find in the passage (e.g. number of students and teachers, the subjects they study and the facilities the school has).  - Ss read the passage individually and fill in the column of *Wilson High School*.  - Teacher asks Ss to work in pairs and compare.  - Teacher calls on one or two Ss to tell about Wilson School in front of the class.  - Ss work in groups, discuss and fill in the table information about their school.  - Teacher goes around and listen, make suggestions and corrections if needed  **4. Feedback (2’)**  - Teacher asks students to talk about what they have learnt in the lesson.  - Some students talk about what they have learnt in the lesson  **5. Homework (3’)**  - Teacher asks students to write down their opinion about a school in their books.  - Prepare new lesson: Unit 1. Skills 1 | **3***.* **Make a list of what you want to.**  **Suggested answers:**   1. the school library. 2. Canteen 3. School yard.   4. Video room  **Work in pairs. Ask and answer questions about your plan** A: I’m going to show them the school library.  B: Sound good  ***4.* Read the passage and complete the table.**  1. nunber of Ss and T: 1000 ss àn 100 T  2. Subjects: English, Literture, Maths and Science  3. School factilities:project, school resources  \* **Homework**  + answer the questions of Ex1  +search for information about their school to do Ex 3 of writing. |

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**PERIOD 46**

**UNIT 6: A VISIT TO A SCHOOL**

**Lesson 5: Skills 1**

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

**1. Knowledge:**

1.1. Look at the picture and answer some questions.

**2. Competence:**

1.2 Read: Read the passage and answer the question about Quoc Hoc – Hue. And then complete the table Ex 2,3.

1.3 Speak: Answer the question with the information in the table Ex 4.

2.1. *Talk about your School ( full name, location, students, and school facilities).*

**3. Quality:**

3.1. Love for their new school.

3.2. Respect for teachers and classmates.

**II. Teaching aids:**

- Grade 7 textbook, handouts, laptop/computer, projector,

**III. Procedures**

|  |  |
| --- | --- |
| **Teacher’s and Ss’ activities** | **Contents** |
| **1. Organization (1’)**  **- Greetings**  **- Attendance-checking:**  **2. Warm up (5’)**  **GAME: WHO IS FASTER?**  \* Teacher divides the class into 2 teams.  - Members from each team take turns to the board to write the correct school facilities under the posters.  - The team with more correct answers will be the winner.  - Students play the game in team mode.  -Teacher and students discuss the answers.  - Teacher confirms the answers and gives feedback.  **3. New lesson (34’)**  **TASK 1: Look at the pictures and answer the questions.** *(Ex 1, p. 66)*  - Teacher asks students to work in pairs, look at the pictures and answer the questions. Encourage them to focus on the details / ideas of the photos (color of the buildings, locations, surroundings, …)  *1. What can you see in the picture?*  *2. What do you know about them?*  \*\* Students work in pairs, look at the pictures and answer the questions.  \*\*\* Teacher and students discuss the questions and answers.  \*\*\*\* Teacher accepts all students’ questions.  **Ex 2.** **(2.1) Work in pairs. Ask and answer questions about your visit to a fomous school. Use structures of asking for details.**  - Teacher checks their pronunciation and gives feedback.  - Teacher asks students to open the book, read through the text and do the task. Teacher sets a time limit for Ss to read and do the task individually.  - Students read the text and do the task individually.  - Teacher allows students to share their answers in pairs before discussing as a class and encourages them to give evidence.  - Teacher calls some students to give the answer, explains which sentence gives them the information.  **b. Activity 2 (15’)**  **Ex 3. Read the passage again and complete the table. Then report it to the class. (Ex3 . p.66)**  -Teacher can set a longer time limit for students to read the text again.  -Teacher asks students to look at the table to understand what information they have to find in the text (e.g. the name, the location, the students, and the school facilities). Explain that this task helps them focus on the information they are going to find in the text.  -Students work in individuals to fill the table.  -Teacher allows students to compare their answers in groups before reporting to the class.  - Teacher selects one or two Ss to report the information in the table in front of the class. The class listens and comments.  **Task 4: Work in pairs. Aswer the question with the information in the table.** *(Ex 4, p. 66)*  - Teacher has Ss read the instructions to identify how to do the task, then asks them to look at the table to understand what information they are going to discuss (e.g. the name, location, students, and the facilities of their school).  - Teacher asks students to work in pairs, asking and answering questions about the information in the table.  - Teacher can go around to help weaker students.  -Teacher calls on some pairs to practise in front of the class.  **Task 5: Work in groups. Tell about your school** *(Ex 5, p .66)*  - Teacher has students work in groups, talk about their schools based on the information from Task 4.  -Students work in groups to do the task.  -Teacher goes around to help students.  - After finishing, teacher can call some groups to give presentations in front of the class.  **4. Feedback (2’)**  - Teacher asks students to talk about what they have learnt in the lesson.  - Some students talk about what they have learnt in the lesson  **5. Homework (3’)**  - Teacher asks students to write down their opinion about a school in their books.  - Prepare new lesson: Unit 6. Skills 2 | **1. Answer the questions about Wh - questions.**  **Ask and answer questions about your visit to a fomous school**  **New words**  \* Teacher introduces the vocabulary.  1. found (v) tìm  2. well-known (adj) Nổi tiếng  3. royal (adj) Hoàng gia  4. projector (n) Máy chiếu  **2.** **Work in pairs. Ask and answer questions about your visit to a fomous school. Use structures of asking for details.**  ***Answer key:***  *1. It’s in Hue (on the bank of the Huong River).*  *2. They were Ho Chi Minh, Vo Nguyen Giap, Xuan Dieu.*  *3. They are intelligent and hard-working.*  *4. It has two English labs.*  ***3****.* **Complete the table.**  Answer key:   |  |  | | --- | --- | | Name | Quoc Hoc – Hue | | Location | on the bank of the Huong River, in Hue | | Students | intelligent and hard-working | | School facilities | over 50 classrooms (with TVs, projectors, computers), a swimming pool, a library, two English labs, four computer rooms, and many other modern facilities. |   **4: Work in pairs. Aswer the question with the information in the table.**  **5: Work in groups. Tell about your school**  \* **Homework**  -To prepare for the next lesson. |

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**PERIOD 47**

**UNIT 6: A VISIT TO A SCHOOL**

**Lesson 5: Skills 2**

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

**1. Knowledge:**

1.1.Memorize vacabulary of outdoor activities and structures preposition of time and place.

**2. Competence:**

2.1. Look at the picture and discuss the following question. Ex 1.

2.2. Listen to an interview to complete sentence Ex2. And then answer the question Ex3

2.3. Writethe aswer the question about your school’s out door activities.

*2.4. Write a paragraph within 70 words about out door activites at your school.*3.1. Love for their new school.

3.2. Respect for teachers and classmates.

**II. Teaching aids:**

- Grade 7 textbook, handouts, laptop/computer, projector,

**III. Procedures**

|  |  |
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| **Teacher’s and Ss’ activities** | **Contents** |
| **1. Organization (1’)**  **- Greetings**  **- Attendance-checking:**  **2. Warm up (4’)**  **Game: The hidden word**  - Teacher divides the class into 2 teams and asks members of each team to look at the screen and answer the questions.  - The team which has more points or can guess the hidden word first will be the winner.  -Students listen and follow teacher’s instructions.  -Students play in teams and discuss before giving the answers.  -Teacher confirms the answers and gives feedback.  **O U T D O O R**   |  | | --- | | 1. What is this?  \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ (PLAYGROUND)  School Zone - Commercial Playground Bundle - All People Can Play | | 2. My favourite \_ \_ \_ \_ \_ \_ \_ is maths.  (SUBJECT) | | 3. Mi and Phong are members of *Go Green \_ \_ \_ \_.* (CLUB) | | 4. Quoc Hoc - Hue was \_ \_ \_ \_ \_ \_ \_ in 1986.  (FOUNDED) | | 5. The school year usually begins \_ \_ September  5th every year. (ON)  **3. New lesson (35’)**  **+ Activity 1 (20’)** |   **TASK 1: Work in pair. Look at the pictueres and discuss the question** *(Ex 1, p. 67)*  - Teacher asks students to look at the pictures and think about the outdoor activities they do (e.g. clean the streets in picture a, grow vegetables in picture b) and why they do these activities (e.g. to clean the environment, …)  -Students quickly discuss with a partner.  -Teacher asks some pairs to act out the dialogue in front of the class.  -Teacher gives feedback.  **Task 2: Listen to an interview between a reporter and two students. Circle the appropriate option (A, B, or C) to complete each sentence.**  -Teacher asks students to read the instructions and identify how to do the task, then has students read the questions and guess the option that can be used to complete the sentences.  -Teacher plays the recording once or twice, if necessary.  - Students listen and circle the answer.  - Teacher allows students to peer check first.  - Teacher confirms the answers and gives feedback.  **TASK 3: Listen again and answer the question***(Ex 3, p. 67)*  - Teacher asks students to read the questions and to focus on the key information and underline the keywords.  -Teacher plays the audio again. Ask students to listen and give short answers.  - Teacher lets students peer-check with a partner.  -Teacher calls some students to give the answers to the class and correct the mistakes where necessary, encourages students to explain their answers, and shares some tips on finding the information.  **+ Activity 2 (15’)**  **TASK 4: Work in pair. Ask and answer question about your school’s outdoor activities.***(Ex 4, p. 67)*  - Teacher asks students to read the questions individually. Draw the attention to three pieces of information.  - Students work in pairs, answer the questions and take notes.  -Teacher goes around and helps if needed.  - Others comment and write them in their notebooks  **TASK 5: Write a paragraph of about 70 words about an outdoor activity at your school** *(Ex 5, p. 67)*  - Teacher shows a model of a short paragraph about a school’s outdoor activity.  - Teacher tells students to write a paragraph about their school’s outdoor activities using the suggested ideas in Task 4.  -Teacher allows students time to write a paragraph (about 70 words).  -Teacher allows students to cross check first.  - Teacher gives feedback.  **4. Feedback (2’)**  - Ask one or two ss to tell the class what they have learnt.  **5. Homework (3’)**  - Give out homework and guide ss to prepare for the new lesson. | **1: Work in pair. Look at the pictueres and discuss the question**  **2: Listen to an interview between a reporter and two students. Circle the appropriate option (A, B, or C) to complete each sentence.**  ***Answer key***:  *1. C*  *2. B*  *3. A*  *4. A*  ***Audio script:***  *Reporter: Hello, Trang and Phong. Can you tell me something about your school outdoor activities?*  *Trang: Well. School is great. We are busy with our subjects, but we really enjoy the opportunities we have for outdoor activities.*  *Reporter: Great. What types of outdoor activities do you take part in?*  *Trang: I’m a member of a club called Go Green Club. And we do lots of activities.*  *Reporter: What activities, for example?*  *Trang: Well, our members clean streets on Saturday afternoons. We also encourage our classmates to recycle glass, cans, and paper.*  *Reporter: Wonderful! I’m sure your activities help us protect our environment. What about you, Phong? What outdoor activities do you do?*  *Phong: Well. I’m a member of the Green Garden Club. We grow vegetables in the school garden after school. Our school canteen uses the vegetables for our lunches.*  *Reporter: Sounds interesting. And …*  **3: Listen again and answer the question**  ***Answer key:***  1*. They encourage their classmates to recycle glass, cans, and paper.*  *2. The reporter thinks their activities protect the environment.*  *3. They grow vegetables in the school garden after school.*  **4: Work in pair. Ask and answer question about your school’s outdoor activities**  ***Answer:***  *1. I take part in at school: planting trees, pickup up rubbish, sorting the garbage,..*  *2. My favourite outdoor activity is visiting parks, fields, playgrounds, riverbanks, forests and different other natural places to enjoy the outdoors.*  *3. Because it is good for everyone and happy*  **5: Write a paragraph of about 70 words about an outdoor activity at your school**  **Suggetion:**  *My school has a lot of outdoor activities, but the one I participate in the most is planting trees. It is the activity held weekly in our school garden. It is very interesting because I can meet a lof of students in other classes/ Because it is interesting and helpful to our environment.* |

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**PERIOD 48**

**UNIT 6: A VISIT TO A SCHOOL**

**Lesson 7: Looking back & Project**

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

**1. Knowledge:**

1.1.Use the vocabulary “*Schools, school facilities, and school activities”* to do Exercise*.*

**2. Competence:**

2.1.Use the vocabulary to do Exercise 1, 2

2.2. Use the Preposition of time to do Ex 3

2.3. Use the Preposition of place to do Ex 4

2.4. List more about out door activites at your school which you know.

*2.5 Look at the table and tell your class about that school.*

**3. Quality**:

3.1. Love for their new school.

3.2. Respect for teachers and classmates.

**II. Teaching aids:**

- Grade 7 textbook, handouts, laptop/computer, projector,

**III. Procedures**

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| **Teacher’s and Ss’ activities** | **Contents** |
| **1. Organization (1’)**  **- Greetings**  **- Attendance-checking:**  **2. Warm up (4’)**  **BRAINSTORMING: SCHOOL FACILITIES**  - Teacher divides the board, and divides the class into 2 teams.  - Members of each team take turns and write as many school facilities as possible in 2 minutes.  -Students cross check their answers first.  - Teacher confirms the answers and gives feedback. The group having more correct answers is the winner.   |  | | --- | | **3. New lesson (35’)**  **Vocabulary (15’)** |   **Task 1: Find the words and phrases from this unit that match these definition** *(Ex 1, p. 68)*  - Teacher encourages students to complete the task individually.  -Students do the task individually.  - Students exchange their textbooks with their partners.  -Teacher gives feedback as a class discussion.  **Task 2: Complete the sentences with the words and phrases in task 1** *(Ex 2, p. 68)*  - Teacher asks students to work in pairs, discussing what word / phrase can be used to complete each of the sentences.  - Students work in pairs and discuss.  - Teacher calls some students to read the complete sentences aloud.  - Teacher gives feedback and comments.  **GRAMMAR (10’)**  **Task 3: Complete the sentences with appropriate prepositions of place or time***(Ex 3, p. 68)*  - Teacher has Ss read the instruction to know what they have to do. Draw their attention to the prepositions of time and place that they have learnt in the unit and which one can be used to complete the sentences.  - Students complete the task individually.  -Students exchange their textbooks with their partners.  - Teacher gives feedback as a class discussion.  **TASK 4: READ THE PASSAGE AND FILL IN THE GAPS WITH PREPOSITIONS OF TIME OR PLACE.** *(Ex 4, p. 68)*  - Teacher asks students to do individually first.  - Students complete the task individually.  - Teacher then asks them to check their answers with a partner before discussing the answers as a class.  - Teacher reminds students to keep a record of their original answers so that they can use that information in their *Now I can...* statement.  **MY FAVOURITE SCHOOL (10’)**  - Teacher has students work in groups as divided in Lesson 1 and gives instructions to students as follow:   |  |  | | --- | --- | | Name of the school |  | | Location |  | | Subjects at school |  | | School facilities |  | | Outdoor activities |  |   1. Review about the information they have filled in the table at home:  2. Discuss and finalize in groups.  3. Look at the table and tell the class about that school  - Students do the project in groups.  -Students vote for the best presentation.  - Teacher gives feedback.  **4. Feedback (2’)**  -Teacher asks students to talk about what they have learnt in the lesson.  - Some students talk about what they have learnt in the lesson  **5. Homework (3’)**  - Give out homework and guide ss to prepare for the new lesson. | **1: Find the words and phrases from this unit that match these definition**  ***Answer key****:*  *1. well-known*  *2. (school) facilities*  *3. an entrance exam (examination)*  4. gifted students  5. outdoor activities  **2: Complete the sentences with the words and phrases in task 1**  ***Answer key***:  *1. gifted students*  *2. outdoor activities*  *3. (school) facilities*  *4. an entrance exam*  *5. well-known*  **3: Complete the sentences with appropriate prepositions of place or time**  ***Answer key:***  1. on 2. in 3. in 4. on 5. At  **4: READ THE PASSAGE AND FILL IN THE GAPS WITH PREPOSITIONS OF TIME OR PLACE.**  ***Answer key***:  1. at  2. in  3. in  4. On  5. in  6. at |

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