**WEEK 17 PERIOD 49**

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

**LESSON 7: LOOKING BACK AND PROJECT(page:**

**STAGE 1: DESIRED OBJECTIVES**

**A. OBJECTIVES**

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

-Identify some information and lexical items about A visit to School

- Review the vocabulary and grammar of Unit 6

- Apply what they have learnt (vocabulary and grammar) into practice through a project

**B. LANGUAGE FOCUS**

**Key terms/ Vocabulary:**

- **+ Vocabulary:** Vocabulary related to topic *A visit to a school*

**Key grammatical structure(s):**

**-** Structures: Present/ Past simple and verbs of liking(love, like, enjoy,…)

**C. INSTRUCTIONAL RESOURCES**

**- A** Picture of a community activity / video

- Textbook: English 7 – Unit 6 – page 68,69

- Computer

- Projector

- Blackboard

**STAGE 2: ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance products** | **Assessment tools** |
| 1.Find the words and phrases from this unit that match these definitions .. | Students’ answers | Answer keys,  T’s Observation |
| 2.Complete the sentences with the words and phrases in 1. | Students’ answers | T’s Observation &  Feedback |
| 3.Complete the sentences with appropriate prepositions of plce or time . | Students’ talk / answers | Observation  Questions and answers |
| 4.Read the passage and fill in the gaps with prepositions of time or place.. | Students’ discussion | T’s observation |
| 5.Search for a school you would like to study at.Then find information about that school to complete the table. | Students’ discussion  Students’ activities | T’s observation |
| 6. Look at the table and tell the class about that school. |  |  |

**STAGE 3: TEACHING PROCEDURE/ LEARNING EXPERIENCES**

**Warm-Up:**

-Ask a few Ss to go to the board and tell the class about the out door activities at their school .

- Ask them to record their answers to each task so that they can use the information to complete the sefl- assessment table at the end of the unit .

- Have them open their books to page 68.

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| **Teacher’s activities** | **Student’s activities** |
| ***Brainstorming***  \* 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. |  |
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| **Teacher’s & Student’s activities** | **Content** |
| **Activity 1: Find the words and phrases from this unit that match these definitions**.  -Tell Ss to read the definitions first .Then ask them to find the words / phrases in the unit that match these definitions.  -Give them time to do it individually.Then compare their answers with their partners.  -Ask some students to read the words/ phrases aloud . Then T check their answers as a class. | **1. Find the words and phrases from this unit that match these definitions.**  **-** T\_ Ss  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **\* Key :1.well-known**  **2.(school) facilities**  **3.an entrance examination**  **4.gifted students**  **5.outdoor activities.** |
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| **Teacher’s & Student’s activities** | **Content** |
| **Activity 2.** **Complete the sentences with the words and phrases in 1.**  **-**Have students work in pairs or groups, discussing what word/phrase can be used to complete each of the sentences.  -Call on some students to read aloud the complete sentences .T and other Ss listen and comment . | **2. Complete the sentences with the words and phrases in 1.**  **- 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. gifted students**  **2. outdoor activities.**  3. **school) facilities**  **4. an entrance examination**  **5. well-known** |
| **Teacher’s & Student’s activities** | **Content** |
| **Activity 3. Complete the sentences with appropriate prepositions of plce or time.**  -Have Ss read the instruction to know what they have to do.  -Draw their attention to the prepositions of time and place.( in,on ,at )  -T may remind Ss of the uses of these prepositions if necessary .  -Ask Ss to complete the sentences individually .Then they can check their answers with their partners’ before discussing them as a class.  -Call on a few Ss to read the complete sentences in front of the class. T and other Ss listen and comment. | **3. . Complete the sentences with appropriate prepositions of plce or time .**    **- T\_ Ss**  - Listen to the teacher’s instructions carefully and follow them.  **\* Key:**  **1.on 2.in 3.in 4.on 5.at** |
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| **Teacher’s & Student’s activities** | **Content** |
| **Activity 4. Read the passage and fill in the gaps with prepositions of time or place**  -Have Ss read the instruction to know what they have to do.  -Give them a time limit to do the task in pairs or groups. Go around and off help if necessary.  -Have them swap their answers before checking as a class .Correct mistakes if necessary.  -Call on one or two Ss to read the complete passage in front of the class. | **4. Read the passage and fill in the gaps with prepositions of time or place.**    - T\_ Ss  - Listen to the teacher.’s instructions carefully and follow them.  - Work in pairs  - Ss do the task  \* Key:  1.at 2.in 3.in 4.on 5.in 6.at |
| **My favourite school.**  Teacher has students work in groups and gives instructions to students as follow:  1. Search for a school you would like to study at, then find information about that school to complete the table   |  |  | | --- | --- | | Name of the school |  | | Location |  | | Subjects at school |  | | School facilities |  | | Outdoor activities |  |   2. Discuss and take notes in groups.  3. Look at the table and tell the class about that school  \* Students do the project in groups.  - Students vote present about the school  - Teacher gives feedback.  **\* Homework**  To consolidate what students have learnt in the lesson.  Teacher asks students to talk about what they have learnt in the lesson | **My favourite school**  **Answer:**   |  |  | | --- | --- | | Name of the school | Doan Thi Diem Secondary Schooj | | Location | 48 Luu Huu Phước, Nam Tu Liêm District, HN | | Subjects at school | Literature, Maths, EL, Science, Physical Education, Art, Music, Physical | | School facilities | Library, computer rooms, science lab, playground, soccer field, school garden | | Outdoor activities | Camping, playing soccer, recycling paper, planting trees, cleaning the environment |   *I want to study at Doan Thi Diem Secondary school. It is one of the most famous schools with many achievements in Ha Noi. It is located at 48 Luong Huu Phuoc St, Nam Tu Lien District, Ha Noi. The student in this school has to learn many subjects like Literature, Maths, English, History, Science, Physical Education, Art, Music, Physics. Besides, they also take part in many outdoor activities such as camping, playing sports, recycling old papers, planting trees, cleaning the environment. They have to pass an entrance exam to enter the school. The school has over 30 classrooms with TVs, projectors, and computers. It also has a modern library, two computer rooms, Science and Physics labs, a big garden, and many other modern facilities. The school is one of the largest and most beautiful schools in Ha Noi.* **Homework**  To consolidate what students have learnt in the lesson.  Prepare for the next lesson: Review 2 |
| 5. WRAP-UP & ASSIGNMENTS  - Have Ss summarise what they have learnt about ourdoor activities..  - Do more exercises in workbook.  - Prepare new lesson. | |

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| **WEEK 17 PERIOD 50** | **REVIEW 2 (Units 4-5-6)**  **Lesson 1: Language** |

**STAGE 1: DESIRED OBJECTIVES**

**A. OBJECTIVES:**

By the end of this review, Ss will have revised:

- The language they have leanrt and the skills they have practiced in Units 4-6

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

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence; Ability of using Present Simple Tense, some popular verbs of liking.

- 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.

**B. LANGUAGE FOCUS**

**Key terms/ Vocabulary:** Use the lexical items related to music and arts; food and drinks; to school facilities and school activities.

-Pronouncing the sounds /ʃ/, /ʒ/, /ɒ/, /ɔ:/, /tʃ/ and /dʒ/ correctly.

**Key grammatical structure(s):**

**+ Grammar:** - the use of comparisons; *some, a lot of, lots of;* prepositions of time and place; express preferences; ask and answer about prices; ask for details.

**C. INSTRUCTIONAL RESOURCES**

- Textbook: English 7 – Review 2 – page 70

- Computer

- Projector

- Blackboard

**STAGE 2: ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance products** | **Assessment tools** |
| 1.Circle the word in which the underlined part is pronounced differently. Then listen, check, and repeat the words | Students listen and circle | T’s Observation |
| 2.Match a word in A with a word or phrase in B. Then complete the sentences with the appropriate phrases | Students’ matching | Answer keys,  T’s Observation |
| 3.Underline the correct word to complete the sentences | Students’ answers | Observation and feedback |
| 4.Complete the passages about camping. Use the words and phrases from the boxes | Students’ answer | Answer keys,  T’s observation |
| 5.Complete the second sentence, using the words in brackets | Students’ answer | T’s observation |

**STAGE 3: TEACHING PROCEDURE/ LEARNING EXPERIENCES**

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| 1. **WARM UP & INTRODUCTION** | |
| **Teacher’s and Student’s activities** | **Content** |
| -Teacher shows 3 sets of pictures (taken from lessons of Units 4-5-6) and asks students to find a keyword for each set of pictures.  - Students raise hands to answer.  - Teacher and students discuss the answers.  - Teacher checks the answers as a class. | **GAME: FINDING KEYWORDS**    **Set 1: MUSIC & ARTS**    **Set 2: FOOD & DRINKS**    **Set 3: SCHOOL FACILITIES** |
| **2. PRESENTATION/ NEW LESSON** | |
| ACTIVITY 1: | |
| **Teacher’s and Student’s activities** | **Content** |
| **1.Circle the word in which the underlined part is pronounced differently. Then listen, check, and repeat the words**  - Teacher writes the sounds /ʃ/ and /ʒ/, /ɒ/ and /ɔ:/, /tʃ/ and /dʒ/on the board.  - Teacher writes one word containing the sound below each of them.  - Teacher asks students to read the words aloud.  - Students do the task by reading aloud each group and circling the odd one out.  - Teacher can invite some pairs of students to read aloud.  - Teacher checks students’ pronunciation and gives feedback. | **1.Circle the word in which the underlined part is pronounced differently. Then listen, check, and repeat the words**  **-** T\_ Ss  - Listen to the instructions clearly  - Ss to work independently  - Copy them  Key: 1.D 2.B 3.C 4.B 5.C |
| **3. PRACTICE** | |
| ACTIVITY 2: | |
| **Teacher’s and Student’s activities** | **Content** |
| **2.Match a word in A with a word or phrase in B. Then complete the sentences with the appropriate phrases**  - Teacher asks Ss to read the verbs in A and match them with the nouns in B. Remind ss that they have learnt these phrases in the previous three units. Make sure they remember their meanings.  - Students do this exercise individually.  -Teacher allows students to share their answers in pairs before discussing as a class.  - Teacher checks the answers as a class and gives feedback. | **2.Match a word in A with a word or phrase in B. Then complete the sentences with the appropriate phrases**  **-** T\_ Ss  - Listen to the instructions clearly  - Ss to work independently  - Copy them  \*Key: 1.e 2.d 3.a 4.b 5.c  1. play the guitar  2. need some apples  3. perform a classical concert  4. drink juice  5. pass an entrance exam |
| ACTIVITY 3: | |
| **3.Underline the correct word to complete the sentences**  - Teacher asks students to work individually to choose the correct words and complete the sentences.  - Students work individually to complete the task.  - Teacher allows students to share answers with a partner before discussing as a class.  - Teacher asks students to say the sentences aloud and makes sure they pronounce the words and phrases correctly. Teacher can ask for translation to check their understanding. | **3.Underline the correct word to complete the sentences**  **-** T\_ Ss  - Listen to the instructions clearly  - Ss to work independently  - Copy them  \* Key:  1. composers  2. apples  3. concert  4. gifted  5. entrance |
| ACTIVITY 4: | |
| **4.Complete the passages about camping. Use the words and phrases from the boxes**  - Teacher asks students to work independently to fill in the blanks with the correct words from the box.  - Students work individually to complete the task.  - Teacher allows students to share answers before discussing as a class.  -Teacher asks students to say the sentences aloud and makes sure they pronounce the words and phrases correctly. Teacher can ask for translation to check their understanding. | **4.Complete the passages about camping. Use the words and phrases from the boxes**  **-** T\_ Ss. Work independently  - Ss do themselves  \* Key:  1. How much  2. How many  3. a lot of  4. much  5. some  6. many |
| **4. PRODUCTION/ FURTHER PRACTICE** | |
| ACTIVITY 5: | |
| **Teacher’s and Student’s activities** | **Content** |
| **5.Complete the second sentence, using the words in brackets**  - Teacher gives a brief revision of *more … than, different from, not as … as, the same as* then asks students to do the task individually.  - Students do the task individually.  - Teacher allows students to share answers before discussing as a class.  -Teacher asks students to say the sentences aloud and makes sure they pronounce the words and phrases correctly. Teacher can ask for translation to check their understanding. | **5.Complete the second sentence, using the words in brackets**  **-** T\_ Ss. Work independently  - Ss do themselves  \* Key:  1. I think rock and roll is more exciting than classical music.  2. The poster in the gallery is not different from the one in my house.  3. A ticket to the theatre is not as expensive as I expected.  4. The painting in the museum is like the painting in the gallery. |
| **5. WRAP-UP & ASSIGNMENT**  - Ask students to answer the following question:  1. What did you learn in the lesson today?  2. What are the core values of the lesson? / What do/ can you learn from the lesson?  - Summarise the main points.  - Ask Ss what they have learnt so far. Have them recall the important elements:  3. Homework  - Finish the writing. Copy into the notebooks.  **-** Do more exercises in workbook. | |

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| **WEEK 17 PRIOD 51** | **REVIEW 2 (Units 4-5-6)**  **Lesson 2: Skills** |

**STAGE 1: DESIRED OBJECTIVES**

**A. OBJECTIVES:**

By the end of this review, Ss will be able to:

- Practice reading for specific information about one’s favourite kind of music; practice talking about a visit to a lower secondary school; practice listening for specific information about a a meal at a restaurant; practice writing a paragraph about a a meal at a restaurant.

- Develop communication skills: Reading, speaking, listening, writing.

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**B. LANGUAGE FOCUS**

**Key terms/ Vocabulary:** Use the lexical items related to music and arts; food and drinks; to school facilities and school activities.

-Pronouncing the sounds /ʃ/, /ʒ/, /ɒ/, /ɔ:/, /tʃ/ and /dʒ/ correctly.

**Key grammatical structure(s):**

**+ Grammar:** - the use of comparisons; *some, a lot of, lots of;* prepositions of time and place; express preferences; ask and answer about prices; ask for details.

**C. INSTRUCTIONAL RESOURCES**

- Textbook: English 7 – Review 2 – page 69

- Computer

- Projector

- Blackboard

**STAGE 2: ASSESSMENT EVIDENCE**

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| --- | --- | --- |
| **Performance Tasks** | **Performance products** | **Assessment tools** |
| 1. Choose one appropriate option (A,B, or C) to fill in each gap of the paragraph | Students read and gap filling | Answer keys,  T’s Observation |
| 2. Work in pairs. Imagine you have just visited a lower secondary school. Ask and answer the questions, using the following suggestions | Students speaking | Answer keys,  T’s Observation |
| 3.Listen to a man talking about his meal at a restaurant and tick the adjectives you hear | Students listen and tick | Observation and feedback |
| 4. Listen again and fill in each gap with ONE word. | Students listen and answer | Answer keys,  T’s observation |
| 5.Write a paragraph of about 60 words about a meal you had at a restaurant | Students writing | T’s observation |

**STAGE 3: TEACHING PROCEDURE/ LEARNING EXPERIENCES**

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| --- | --- |
| 1. **WARM UP & INTRODUCTION** | |
| **Teacher’s and Student’s activities** | **Content** |
| **WHAT KIND OF MUSIC?**  **-** Teacher lets Ss listen to some pieces of music and asks students to discuss what types of music they are.  **-** Students raise hands to answer.  - Teacher and students discuss the answers.  - Teacher checks the answers as a class. | **WHAT KIND OF MUSIC?**  T\_ Ss  - Listen to the instructions clearly  - Ss to work independently  \*key 1. Country music  2. Classical music  3. Rock music  4. Hip hop music  5. Pop music |
| **2. PRESENTATION/ NEW LESSON** | |
| ACTIVITY 1: | |
| **Teacher’s and Student’s activities** | **Content** |
| **Task 1: Choose the appropriate option (A,B, or C) to fill in each gap of the pargraph.** *(Ex 1, p. 71)*  - Teacher has Ss read the paragraph carefully and decides which option goes with which gap.  - Students read the text fully and choose the correct answers.  - Teacher asks students how they can choose the option.  - Teacher confirms the answers as a class. | **Task 1: Choose the appropriate option (A,B, or C) to fill in each gap of the pargraph.** *(Ex 1, p. 71)*  **-** T\_ Ss  - Listen to the instructions clearly  - Ss to work independently  - Copy them  \*Key: 1. C 2. A 3. B 4. C 5. A |
| **3. PRACTICE** | |
| ACTIVITY 2: | |
| **Teacher’s and Student’s activities** | **Content** |
| **Task 2. Work in pairs. Imagine you have just visited a lower secondary school. Ask and answer the questions, using the following suggestions**  - Teacher asks students to imagine that they have just visited a lower secondary school so that they can form their own ideas of where the school is, how many teachers and students there are, what school facilities are, what school outdoor activities students do.  - Teacher calls on some pairs to report their answers for the class. Each pair may answer just one question to allow room for more pairs.  - Teacher checks the answers and adds more information if necessary | **Task 2. Work in pairs. Imagine you have just visited a lower secondary school. Ask and answer the questions, using the following suggestions**  - Students work in pairs, asking and answering the provided questions.  - Let Ss read the questions to focus on the information they are going to answer. |
| ACTIVITY 3: | |
| **Task 3.Listen to a man talking about his meal at a restaurant and tick the adjectives you hear**  - Teacher allows Ss some time to read the words/adjectives. Check if the words/adjectives are new or not. Check comprehension, if necessary.  Play the recording once.  - Students listen and do the task.  - Teacher allows students to share answers before discussing as a class.  - Teacher invites one student to read the words / adjectives they have ticked. | **Task 3.Listen to a man talking about his meal at a restaurant and tick the adjectives you hear**  **-** T\_ Ss  - Listen to the instructions clearly  - Ss to work independently  - Copy them  \* Key:1, 2, 4  ***Audio script:***  *Last weekend, I went to a restaurant near my sister’s home. For a starter, I had a fresh salad. My main dish was fish. I really enjoyed the spices in it. The vegetables were good – very fresh and tasty. For dessert, I had an ice cream. It’s usually delicious but this time it wasn’t very sweet. So, I didn’t eat much. Then I had a glass of juice. I think the meal was OK.* |
| ACTIVITY 4: | |
| **Task 4. Listen again and fill in each gap with ONE word.**  - Teacher has Ss read the table. Draw their attention to the meanings of the words: *starter, main dish, dessert, drink.*  Play the recording once or twice for the ss to complete the table.  - Students listen and do the task.  - Teacher allows students to share answers with their partners before discussing as a class.  -Teacher invites one student to read the words they have filled in. | **Task 4. Listen again and fill in each gap with ONE word**.  **-** T\_ Ss. Work independently  - Ss do themselves  \* Key:  1. salad 2. Fish 3. vegetables 4. juice |
| **4. PRODUCTION/ FURTHER PRACTICE** | |
| ACTIVITY 5: | |
| **Teacher’s and Student’s activities** | **Content** |
| **5.Write a paragraph of about 60 words about a meal you had at a restaurant**  - Teacher asks students to read the instructions and allow them some time to read the first sentence of the paragraph to think about the information they need to write.  - Students do the task individually.  - Teacher goes around and checks if they are doing the task correctly and offers help if needed.  - Teacher calls one or two volunteers to read aloud the paragraphs. Call for others’ comments. | **5.Write a paragraph of about 60 words about a meal you had at a restaurant**  **-** T\_ Ss. Work independently  - Ss do themselves  ***Suggested paragraph:***  *Last weekend, my parents and I had a meal at a small restaurant in the centre of town. For a starter, I had a salad. It was fresh. My main dish included rice, beef, and vegetables. The beef was tasty, and the vegetables were fresh. For dessert, I had a big ice cream. Then I drank a glass of orange juice with ice. The meal was great.* |
| **5. WRAP-UP & ASSIGNMENT**  - Ask students to answer the following question:  1. What did you learn in the lesson today?  2. What are the core values of the lesson? / What do/ can you learn from the lesson?  - Summarise the main points.  - Ask Ss what they have learnt so far. Have them recall the important elements:  3. Homework  - Finish the writing. Copy into the notebooks.  **-** Do more exercises in workbook. | |