**LESSON PLAN**

Trường THCS Giáo viên :

Tổ: Tiếng Anh

Date of planning: 2/ 2/ 2025 **REVIEW 4**

Date of teaching: Period 100 : Language

**I. Objectives:** By the end of the lesson students will be able to review pronunciation, vocabulary and the grammar points they have learnt in units 10, 11, 12.

**1. Knowledge:**

- use words related to energy sources;

- use words related to future means of transport;

- use words related to English-speaking countries;

- pronounce the correct stress in three-syllable words;

- pronounce the correct stress of a sentence;

- use rising and falling intonation for questions correctly;

- use the correct form of verb in the present continuous, future simple;

- use possessive pronouns and articles correctly;

- ask for explanations;

- make predictions;

- express amazement.

**2. Competences:**

- Develop communication skills and cultural awareness

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Attitude:** Help Ss Be more creative when doing Exercises and develop self-study skills

**II. TEACHING AIDS:**

- Grade 7 textbook, Review 4 - Language

- Computer connected to the Internet, TV/ pictures and cards

- sachmem.vn

**III. PROCEDURES:**

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| **Contents** | **Teachers and Students ‘ activities** | |
| **1. WARM UP (5 minutes)**  **Aim:** To remind students the knowledge that they have learnt in Units 10-11-12 | | |
|  | **MINDMAP**  - Teacher divides the class into 3 big groups to draw a mindmap related to the knowledge they have learnt in Unit 10, 11, 12.  -Ss do the task in groups.  - Teacher calls on some students to present their answer based on the mindmap.  - Other Ss comment and teacher confirms. | |
| **2. PRACTICE : 7 minutes**  **A. ACTIVITY 1 PRONUNCIATION**  **Aim:** To help Ss review the stress in two-syllable and three-syllable words | | |
| **1. Mark (') the stressed syllables in the underlined words. then listen, check, and repeat.** *(Ex 1, p. 134)*  ***Answer key:***  1. 'Driverless trains will be 'popular.  2. Niagara Falls is Canada’s most famous ‘natural at’traction.  3. We can save 'energy by re'cycling.  4. All plants and ‘animals need ‘energy  5. He’s reading Guidance for Visitors to Scotland. | - Teacher reminds Ss how to stress on two-syllable and three-syllable words. Then, ask Ss to read the underlined words in the sentences and mark the stress syllables.  - Ss do the task individually.  - Teacher calls on some Ss to give their answers, then plays the recording for Ss to listen and check their answers.  -Teacher confirms and plays the recording again for Ss to listen and repeat in chorus and then individually. | |
| **B. ACTIVITY 2 VOCABULARY (12 minutes)**  **Aim:** To help Ss recognise the words through their definitions Units 10-11-12 | | |
| **2. Write the words in the box next to their definitions.** *(Ex. 2, p. 134)*  ***Answer key:***  1. source  2. bamboo-copter  3. symbol  4. coal  5. attraction | -Teacher has Ss do the task independently to do matching.  - Ss do the task individually, teacher reminds them to highlight the key words to help them with the matching.  - Teacher calls on some Ss to check.  -Teacher confirms the correct answers. | |
| **C. ACTIVITY 3**  **Aim:** To help Ss revise some key adjectives from Units 10-11-12 and use them in context | | |
| **3. Complete the sentences with the words below.** *(Ex. 3, p. 134)*  ***Answer key:***  1. public  2. natural  3. national  4. renewable  5. native  6. electrical | - Teacher asks Ss to read the adjectives in the box to do the exercise.  - Ss works independently to do the task.  - Teacher calls on some Ss to check.  -Teacher confirms the correct answers. | |
| **D. ACTIVITY 4 : GRAMMAR (15 minutes)**  **Aim:** To help Ss revise the use of the present continuous and the future simple | | |
| **4. Use the correct tense and form of each verb in brackets to complete the sentence.** *(Ex. 4, p. 134)*  ***Answer key:***  1. is doing  2. will visit  3. is building  4. will use  5. will have | | - Teacher asks Ss to read the sentences first and underline the signals to help them decide if the verbs are used in the present continuous or future simple.  -Ss do the task individually.  -Teacher calls on some Ss to check.  -Teacher confirms. |
| **E. ACTIVITY 5**  **Aim :** To help Ss identify the wrong use of the articles (*a, an, the*) and correct them | | |
| **5. Find and cross (––) one incorrect article in each sentence and write the correct one.** *(Ex. 5, p. 134)*  ***Answer key:***  1. the -> an 2. a -> the  3. A -> The 4. a -> the  5. a -> an 6. a -> the | | **-**Teacher asks Ss to read the sentences first and underline all the articles in each sentence, then look at each article and the word it goes with and decide if it is used correctly.  -Ss do the task individually.  - Teacher calls on some Ss to check.  -Teacher confirms. |
| **4. CONSOLIDATION : 3’**  **Aim :** To consolidate what students have learnt in the lesson. | | |
|  | | Teacher asks students to talk about what they have learnt in the lesson. |
| **5. HOMEWORK : 3’**  **Aim:** To revise what they have learnt.. | | |
| **-** Review the use of *will + V:* + to talkabout future activities, making predictions, Possessive pronouns, and articles  - Do Test yourself p 99 in workbook .  - Prepare for Review 4 – Skills. | |  |

\*Checking :

Date of planning: 2 /2/ 2025 **REVIEW 4**

Date of teaching: Period 103 : Skills

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**1. Knowledge:**

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**II. TEACHING AIDS:**

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**III. PROCEDURES:**

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| **Contents** | **Teachers and Students ‘ activities** | |
| **1. WARM UP (3 minutes)**  **Aim:** To increase students’ interest and lead them into the lesson | | |
| **CHATTING**  “Alaska” | **-**Teacher writes on the board “Alaska” and asks Ss some questions to lead in the passage they are going to read.  - Ss do the task individually.  - Teacher calls on some Ss to answer the questions.  - Teacher can or can’t confirm. | |
| **2.PRACTICE : 7 minutes**  **A. ACTIVITY 1 READING**  **Aim :** To develop Ss’ knowledge of the vocabulary | | |
| **1A. Read the passage. find a word and a phrase from the passage and write them under their correct pictures.** *(Ex. 1a, p. 135)*  ***Answer key:***  1. float plane  2. dogsled | - Teacher asks Ss to look at the pictures first, then quickly read the passage and find a word/ phrase for each one.  -Ss do the task individually.  - Some Ss answer.  - Teacher confirms. | |
| **B. ACTIVITY 1b**  **Aim:** To help Ss practise reading for specific information through multiple choice questions | | |
| **1B. Choose the correct answer a, b, or c to complete each sentence.** *(Ex. 1b, p. 135)*  ***Answer key:***  1. C  2. A  3. B  4. A | - Teacher gives Ss some time to read all the passages carefully, then asks them to do Ex. 1b.  - Ss do the task independently.  - Ss give answers and explain their ideas.  -Teacher confirms. | |
| **C. ACTIVITY 2 SPEAKING (7 minutes)**  **Aim:** To help Ss revise and talk about energy-saving activities | | |
| **Which ones are energy-saving and which ones are not. explain your answer.** *(Ex. 2, p. 135)*  ***Suggested answers:***  Energy-saving: 1, 3, 4, 5  Not energy-saving: 2 and 6  The focus is on how a student explains his / her answer. | *-*Teacher asks Ss to work in groups of 4 to discuss the list of activities and gives the reasons for each.  - Ss do the task in groups.  - Some groups report their answers, others listen, and comment.  - Teacher confirms and corrects their grammar, pronunciation and spelling. | |
| **D. ACTIVITY 3 : LISTENING 10’**  **Aim:** To help Ss practise listening for specific information | | |
| **3. Listen and complete each sentence with one word.** *(Ex. 3, p. 135)*    ***Answer key:***  1. flying  2. parents  3. lanes  4. traffic  5. land | -Teacher asks Ss to read all the questions first, then try to guess the needed information to fill in the blanks. After that, teacher plays the recording twice for Ss to listen  -Ss do the task independently.  - Some Ss give their answers.  - Teacher plays the recording again and confirms the correct answers. | |
| **D. ACTIVITY 4 : WRITING (10 minutes)**  **Aim:** To help Ss practise writing a paragraph describing a future means of transport | | |
| **4. Choose one of the future means of transport below. write a paragraph of about 70 words about it.** *(Ex. 4, p. 135)*  ***Suggested answer:***  The bamboo-copter will be a popular means of transport in the future. It’s not very fast, so it’s safe to ride. It’s cheap, and it doesn’t use much energy. Most people can afford it. It’s also convenient because you can go anywhere: in a busy city, to the sea, or to the mountains. The copter is small and can carry only one person, so it doesn’t take up much space. I love it. | - Teacher asks Ss to look at the picture and choose what means of transport for their writing. Then, teacher has Ss read the suggested information they can include in their description.  - Ss do the task individually in 6-8 minutes.  - Some Ss read their writing.  -Teacher checks grammar, vocabulary, spelling if needed. | |
| **4. CONSALIDATION (5 minutes)**  **Aim:** To consolidate what students have learnt in the lesson. | | |
|  | | Teacher asks students to talk about what they have learnt in the lesson. |
| **5. HOMEWORK: 3’**  **Aim:** To revise what they have learnt.. | | |
| **-**Review the simple present tense, the past simple tense  -Do Test yourself Ex p 100, 101 in workbook .  - Prepare for the last term test. | | Teacher guides Ss to prepare homework |

\*Checking :