Trường TH&THCS Hòa Hội Giáo viên: Trà Thị Hồng Loan

Tổ: Tiếng anh- Năng khiếu Năm học: 2024-2025

LESSON PLAN- ENGLISH 7 (GLOBAL SUCCESS)

***Date of planning: 4/11/2024***

***Date of teaching: 6&7/11/ 2024***

Week: 10 UNIT 4: MUSIC AND ARTS

# **Period:28 Lesson 1: Getting started – A talk at the school gate**

**I. OBJECTIVES**

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

**1. Knowledge:**

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

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

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

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

**2. Competences**

- use the words related to music and arts.

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- 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:**

**1. Teacher:** - Grade 7 textbook, Planning ( Unit 4- Getting started )

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

**III. PROCEDURES : (STAGES)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity 1: Warm-up (5’)**  \* **Aim:** - To create an active atmosphere in the class before the lesson.  - To introduce the topic.  \* **Content:** Teacher asks students some questions related about music.  **\* Products:** Some students give their ideas in front of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **\* Warm up**: **T – SS**  \* Teacher plays a piece of music and lets students listen to.  \*\* Students listen to music.  \*\*\* After that, teacher asks students some questions about it and calls some students to give their ideas.  \*\*\*\* Teacher comments on their ideas and then leads students to the new topic in Unit 4.  Teacher says: *“As you can see, music and arts play an important role in our life. It can help people relax, entertain, or enrich their mind. Therefore, in Unit 4 we are going to learn more about them* ***Music and Arts****.”* | **\* Warm up**: **CHATTING**  [https://www.youtube.com/watch? v=rotCiRkaE08&ab channel=Dmusix](https://www.youtube.com/watch?%20v=rotCiRkaE08&ab%20channel=Dmusix)  *- Do you like the piece of music you have listened?*  *- Do you know what kind of music it is?*  *- When do you listen to music?*  *- How do you feel when you listen to music?*  *- Is music important to our life?* | | |
| **Activity 2: Presentation (7’)**  **\* Pre teach vocabulary**  **\* Aim:** To introduce the new words.  \* **Content:** Learn some vocabularies related to the topic.  **\* Products:** Students read and understand the meaning of vocab.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **T - Ss**.  \* Teacher introduces the vocabulary by:  + showing the pictures illustrating the words;  + providing the synonym or antonym of the words;  + providing the definition of the words.  \*\* Students say the words.  \*\*\* Other students correct if the previous answers are incorrect.  \*\*\*\* Teacher shows and says the words aloud and asks students to repeat them.  \* Checking vocab: < What and where> | | **\* Vocabulary**  1. classical (a): [antonym]  2. spare time (n): [synonym / explanation]  3. musical instruments (n): [visual]  4. landscape (n): [explanation]  5. art gallery (n): [visual]  29,647 Art Gallery Illustrations &amp; Clip Art - iStock | |
| **SET THE SCENE (3’)** | | | |
| **\* Aims:** to have students get to know the topic.  \* **Content:** Answer some questions.  **\* Products:** Students share their answers as a whole class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* Teacher draws students’ attention to the pictures in the textbook and asks them some questions about the pictures. Teacher don’t confirm whether their answers are right or wrong.  \*\* Students work out and answer questions in pairs.  \*\*\* Students share their answers as a whole class.  \*\*\*\* Teacher asks them to read and listen to the conversation to check their answers | | | **\* PRE- QUESTIONS**  1. Who are they?  2. What are they doing?  3. What are you going to learn in this lesson today?  ***\* Suggested answers:***  1. They are Trang and Nick / students.  2. Nick is playing the piano and Trang is drawing.  3. (Students’ answer). |
| **Activity 3: PRACTICE (30’)**  **(CONTROLLED PRACTICE)** | | | |
| **\* Task 1**  **\* Aims:** -To set the context for the introductory conversation;  To introduce the topic of the unit.  \* **Content:** Listen and read the conversation.  **\* Products:** Students read and understand the meaning of the conversation.  Students know how to role play.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **Task 1: T-Ss, Ss-Ss**  \* 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.  \*\*\*\*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.) | | | **Task 1. Listen and read**  *Trang: Hi, Nick. What are you doing?*  *Nick: I'm listening to music. I like classical music, and I often play the piano in my spare time.*  *Trang: Wow. I can't play any instruments.*  *Nick: And what about you? What's your hobby?*  *Trang: I like painting and taking photos.*  *Nick: Taking photos? I've never tried it. Is it fun?*  *Trang: Yeah, it is, but not as fun as painting.*  *Nick: Right. They seem quite different from each other. What do you normally paint?*  *Trang: Landscapes and animals, just for pleasure, you know. I sometimes share them with my friends.*  *Nick: Really? Um, maybe we should go to an art gallery next weekend?*  *Trang: Sounds good, but I'd prefer to go to the music festival at my school.*  *Nick: Well... OK.That's fine.* |
| **\* Task 2**  **\* Aims:** To help students understand the main idea of the conversation.  \* **Content:** Answer the question by choosing the best answer.  **\* Products:** Students say aloud the correct answer.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **Task 2: T-Ss, Ss-Ss**  \* Teacher asks students to answer without reading the conversation again.  \*\* Ss work out and answer questions in pairs.  \*\*\* Teacher asks some students to explain why they did not choose the other two options.  \*\*\*\* Teacher confirms the correct answer. | | | ***Task 2:ANSWER THE QUESTION BY TICKING THE CORRECT ANSWERS. (Ex. 2, p. 41)***  ***What are Trang and Nick talking about?***  A. Playing the piano.  B. Drawing and painting.  C. Music and arts .  ***Answer key: C*** |
| **\* Task 3**  **\* Aims**: To help students understand more the text; to acquaint students with the grammar points and new vocabulary of the unit.  \* **Content:** Complete each of the sentences with a suitable word or phrase from the box.  **\* Products:** Ss writethe right answers on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| ***Task 3:T-Ss, Ss-Ss***  \* Teacher asks students to work independently to read the sentence, identify the kind of information to fill in the blanks, read the text again to locate the place to find the word.  \*\* Students work individually, then they can share their answers with their partners before discussing as a class.  \*\*\* Teacher calls some students to check.  \*\*\*\* Teacher confirms the right answers and writes on the board. | | | **Task 3: COMPLETE EACH OF THE SENTENCES WITH A SUITABLE WORD OR PHRASE FROM THE BOX.** *(Ex 3, p. 41)*  **\* Answer key:**  1. art gallery  2. photos  3. different from  4. like |
| **\* Task 4**  **\* Aims:** To develop students’ knowledge of the vocabulary about music and arts  \* **Content:** Write the correct word or phrase under each picture.  **\* Products:** Ss writethe right answers on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| ***Task 4:T-Ss, Ss-Ss***  \* Teacher asks students to work in pairs to do the task.  \*\* Students work in pairs.  \*\*\* Teacher plays the recording for students to check and repeat.  \*\*\*\* Teacher checks and corrects their pronunciation and gives students the meaning of the words if needed. | | | **TASK 3: WRITE THE CORRECT WORD OR PHRASE UNDER EACH PICTURE. *(Ex 4, p. 41)***  **\* Answer key:**  1. paintbrush  2. camera  3. painting  4. musical instruments  5. water puppet show  6. art gallery |
| **Activity 4: Production:(5’)** | | | |
| **\* Task 5:**  **\* Aims:** To help students revise the vocabulary related to the topic *Music and arts* and to evaluate how artistic they are.  \* **Content: *Quiz “How artistic are you?”.***  **\* Products: Ss** answer all the questions and then some students report to the whole class  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| ***Task 5 :T-Ss, Ss-Ss***  \* Teacher asks students to work individually to answer all the questions and add up their points.  \*\* Students work individually to do the task.  \*\*\* Students report to their groups how artistic they are. Then, teacher calls on some students to report to the whole class.  \*\*\*\* Teacher gives some comments. | | | **Task 5: TASK 4: QUIZ *HOW ARTISTIC ARE YOU?* *(Ex 5, p. 41)***  *For each question, you get two points if your answer is A, zero if your answer is B. Add up your five answers and decide how artistic you are on a scale from 1-10.*  **Not very (1-4)**  **Somewhat (5-7)**  **Very (8-10)** |
| **Activity 5: Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson..  \* **Content:**. Summarise briefly the main content in the lesson.  **\* Products:** Say aloud what they remember from the lesson.  **\* Organization of implementation**: | | | |
| **Teacher’s and Ss’ activities** | | | **Content** |
| - Teacher asks students to talk about what they have learnt in the lesson.  - Ss work indepently | | | - some new words  - Read and understand content of the conversation |
| **IV. Homework (2’)**  \* **Aim:** To revise the lesson and prepare for the next lesson. | | | |
| **Teacher’s and Ss’ activities** | | | **Content** |
| - T reminds Ss to do homework and prepare the new lesson. | | | - Learn by heart all the new words.  - Read the dialogue again.  - Prepare lesson 2 ( A closer look 1)*.* |

**\* Evaluation: : ( CN)**

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Trường TH&THCS Hòa Hội Giáo viên: Trà Thị Hồng Loan

Tổ: Ngoại ngữ- năng khiếu

**LESSON PLAN- ENGLISH 7 (GLOBAL SUCCESS)**

***Date of planning: 03/11/ 2024***

*Date of teaching: 08/11 / 2024*

Week 10: UNIT 4: MUSIC AND ARTS

Period 29: Lesson 2: A closer look 1

**I. OBJECTIVES:**

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

**1. Knowledg5**

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

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

**2. Competences**

- use the words related to music and arts.

- pronounce the sounds /ʃ/ and /ʒ/. correctly.

- Develop communication skills

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. QUalities**

- Be ready to know the words about music and arts

- Develop self-study skills

**II. TEACHING AIDS**

**1. Teacher:** - Grade 7 textbook, Planning (Unit 4, A closer look 1)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

**2. Students:** Text books, notebooks, posters, ….

III. PROCEDURES : (STAGES)

|  |  |
| --- | --- |
| **Activity 1: Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge and vocabulary related to the topic, the targeted vocabulary and its pronunciation.  \* **Content:** Game: Guessing game: Kinds of music  **\* Products:** Students play in groups listen, and guess kinds of music exactly.  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| \* 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.  **🡪 Lead in**  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/.” | **Game: Guessing game: Kinds of music**  ***Suggested answers:***  1. Classical music:  [https://www.youtube.com/watch?v=zHvBPw NUBS8 &abchannel=JervyHou](https://www.youtube.com/watch?v=zHvBPw%20NUBS8%20&abchannel=JervyHou)  2. Rock:  [https://www.youtube.com/watch?v=AW8AFTB betI &abchannel=Infraction-NoCopyrightMusic](https://www.youtube.com/watch?v=AW8AFTB%20%20betI%20&abchannel=Infraction-NoCopyrightMusic)  3. Jazz:  [https://www.youtube.com/watch?v=jUCxIbI9 cak &abchannel=bojunc](https://www.youtube.com/watch?v=jUCxIbI9%20%20cak%20&abchannel=bojunc)  5. Pop:  [https://www.youtube.com/watch?v=8xg3vE8 IeE &ab channel=TaylorSwiftVEVO](https://www.youtube.com/watch?v=8xg3vE8%20%20%20IeE%20&ab%20channel=TaylorSwiftVEVO)  6. Country music:  [https://www.youtube.com/watch?v=rCIXjYo9 qs4 &abchannel=MusicTravelLove](https://www.youtube.com/watch?v=rCIXjYo9%20qs4%20&abchannel=MusicTravelLove) |
| **Activity 2: Presentation (7’)**  **(Vocab- pre-teach)**  **\* Aim:** To introduce visually some words related to the topic.  \* **Content:** Some vocab related to the lesson.  **\* Products:** read and understand the meaning of vocab.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **T – Ss**  **\* Pre teach vocabulary**  \* Teacher introduces the vocabulary by:  + providing the synonyms or antonyms of the words;  + providing the pictures of the words.  - Teacher has students read the phrases aloud and corrects their pronunciation if needed.  - Teacher asks students for the Vietnamese meanings of these phrases  \*\* Students say the words.  \*\*\* Other students correct if the previous answers are incorrect.  \*\*\*\* Teacher shows and says the words aloud and asks students to repeat them.    ***Checking techniques:***  “What and where” | **\* Vocabulary**  1. concert hall (n): [visual + explanation]  95 Classical Music Hall Illustrations &amp; Clip Art - iStock  2. actress (n): [visual + explanation]  Occupation Clipart - actress-in-red-dress-long-har-clipart - Classroom  Clipart  3. artist (n): [visual + explanation]    4. composer (n): [visual + explanation]  Composer png images | PNGEgg  5. puppet (n): [visual + explanation]    6. portrait (n): [visual + explanation]    7. photography (n): [visual + explanation]    8. perform (v): [visual + explanation] | |
| **Activity 3: Practice (10’)** | | |
| **Task 1**  **\* Aims:** To revise / teach the names of some people and places related to the topic  \* **Content:** Listen and repeat. Write the names of some people and places related to the topic in the correct columns  **\* Products:** Students to read aloud the words and put these words / phrases in the correct box.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 1: T-Ss**  \* Teacher asks students to listen and repeat the words independently.  \*\* Students work individually.  \*\*\* Teacher calls on some students to read aloud the words.  \*\*\*\* Teacher corrects their pronunciation and explains the meaning of these words/ phrases if needed.  \* After that, teacher asks students work in pairs to put these words / phrases in the correct box.  \*\* Students work in pairs.  \*\*\* Some students read out their answers.  \*\*\*\* Teacher confirms the correct answers. | **Task 1: Task 1: Listen and repeat. Write them in the correct columns** **\* Answer key:**  |  |  | | --- | --- | | People | Places | | actress  artist  composer  musician  painter | art gallery  concert hall  puppet theatre | | |
| **Task2:**  **\* Aims**: To teach students how to combine a verb and a noun to talk about music and arts.  \* **Content:** Match a word in A with a word or phrase in B.  **\* Products:** Work in pairs and say alous the correct answers.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 2: T - Ss, Ss - Ss**  \* Teacher asks students to work in pairs to do the task and explains to students that in English some verbs and nouns go together, and some don’t.  \*\* Students work in pairs to do matching to form collocations.  \*\*\* Some students give their answers.  \*\*\*\* Teacher checks students ‘answers as a class. | **Task 2: Match a word in A with a word or phrase in B.**  **\* Answer key:**  1. e  2. d  3. a  4. c  5. b | |
| **Task 3**:  **\* Aims:** To give students practice in how to use words/ phrases related to music and arts in context.  \* **Content**: Underline the correct word to complete each sentence  **\* Products:** Ss writes the words on the board.  **\* Organization of implementation**: | | |
| **Teacher’s and Ss’activities** | **Content** | |
| ***Task 3:T-Ss, Ss-Ss***  \* Teacher has students work individually to read the sentences carefully and look for clues to complete the sentences.  \*\* Students work individually to do the task.  \*\*\* One student writes the words on the board.  \*\*\*\* Teacher confirms the correct answers. | **Task 3:** **Underline the correct word to complete each sentence.**  **\* Suggested answers:**  1. drawing  2. composer  3. museum  4. concert  5. photography | |
| **PRONUNCIATION**  **(Pre-teach the sounds /ʃ/ and /ʒ/.)**  **\* Aims:** To help students identify how to pronounce the sounds /ʃ/ and /ʒ/.  **\* Content: PRONUNCIATION \* Sounds** /ʃ/ and /ʒ/.  **\* Products**: **Read and know how to pronounce the Sounds** /ʃ/ and /ʒ/.  \* Organization of implementation: | | |
| **Teacher’s and Ss’activities** | **Content** | |
| ***Task 4:T-Ss, Ss-Ss***  \*Teacher writes on the board two words *musi****c****ian* and *televi****s****ion*. Then, teacher has students focus on the sounds of the two underlined letters “c” and “s”.  \*\* Students practice saying the word individually.  \*\*\* Teacher calls some students to read aloud.  \*\*\*\* Teacher corrects if needed.  \* After that, teacher says “In this lesson we are going to learn how to pronounce two sounds /ʃ/ and /ʒ/”.  \*\*Teacher asks students to watch Tiếng Anh 7 - Pronunciation video, Unit 4  \*\*\* Students imitate and practise the two sounds together.  \*\*\*\* Teacher explains if needed. | PRONUNCIATION:  **\* Sounds /ʃ/ and /ʒ/”**  **EX:** *musi****c****ian* and *televi****s****ion*.    *(link youtube)* | |
| **Activity 4: Practice: (7’)** | | |
| **Task 4**  **\* Aims:** To help students practise pronouncing these sounds in words**.**  **\* Content**:Listen and repeat the words. Pay attention to the sounds /ʃ/ and /ʒ/  **\* Products:** Whole class practice the sounds /ʃ/ and /ʒ/  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| ***Task 4 :T-Ss, Ss- Ss***  \* Teacher has students read out the words first.  \*\* Students practice saying the words independently.  \*\*\*Teacher asks students to listen and try to repeat the words as a class, a group, and individually.  \*\*\*\* Teacher may play the recording as many times as necessary and correct their pronunciation | Task 4 : Listen and repeat. Pay attention to the sounds /ʃ/ and /ʒ/”   |  |  | | --- | --- | | /ʃ/ | /ʒ/ | | **musician** | **television** | | **show** | **visual** | | **share** | **unusual** | | **nat ion** | **decision** | | |
| **Task 5**  **\* Aims:** To help students pronounce the final sounds /ʃ/ and /ʒ/ correctly in context.  **\* Content**: Listen andunderline the words with the sound /ʃ/ and double – underline the words with the sound /ʒ/.  **\* Products:** Ss listen andunderline and then Some SS read aloud the sentences exactly.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’ activities** | **Content** | |
| ***Task 5 :T-Ss, Ss- Ss***  \* Teacher has students read the sentences and tells them to pay attention to the words with sounds /ʃ/ and /ʒ/ to underline.  \*\* Students read and underline words with the two sounds they have learnt.  \*\*\* Teacher plays the recording for students to listen and repeat each sentence. Teacher calls on some students to read the sentences individually.  \*\*\*\* Teacher corrects their pronunciation if needed. | Task 5: Listen and repeat, and single – underline the words with the sound /ʃ/ and double – underline the words with the sound /ʒ/.  \* ***Suggested answers:*** | |
| **Activity 5: Production (5’)**  \* **Aim:** To give students chances to apply what they have learnt.  **\* Content: \* Game**: SIMON SAYS (Practice to help students recognize the sounds /ʃ/ and /ʒ/)  **\* Products:** Students plays in groups. the group which has more students with correct answers will be the winner.  **\* Organization of implementation**: | | |
| **Teacher’s and Ss’ activities** | **Content** | |
| \* Teacher prepares some words which include the two sounds students have learnt.  - Teacher gives students the rules of the game:  + If teacher says only one word 🡪 all students must sit still. The person who stands up will be the loser.  + If teacher says, “Simons says …….” 🡪 all students must listen carefully to identify which sound mentioned in each word.  🡪 /ʃ/: students stand up.  🡪 /ʒ/: students sit still.  + At the end of the game: the group which has more students with correct answers will be the winner.  \*\* 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. | **\* Game :SIMON SAYS**  ***\* Suggested answers:***  *condition, ocean, measure, pleasure, shy, vision, sugar, machine, closure, dishwasher, occasion, leisure, rubbish, etc.* | |
| **Activity 6. Consolidation (3’)**  **\* Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** Vocab and how to pronounce the sounds /ʃ/ and /ʒ/  **\* Products:** Say aloud some words they remember from the lesson.  **\* Organization of implementation**: | | |
| **Teacher’s and Ss’ activities** | **Content** | |
| - Teacher asks students to talk about what they have learnt in the lesson | - Vocabulary and how to pronounce the sounds //ʃ/ and /ʒ/) | |
| **IV. Homework (2’)**  \* **Aim:** To revise the lesson and prepare for the next lesson. | | |
| **Teacher’s and Ss’ activities** | **Content** | |
| - T reminds Ss to do homework and prepare the new lesson. | - Learn by heart all the new words.  - Prepare lesson 3 ( A closer look 2)*..* | |

**\*- Evaluation: : ( CN)**

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Trường TH&THCS Hòa Hội Giáo viên: Trà Thị Hồng Loan

Tổ: Ngoại ngữ- năng khiếu

**LESSON PLAN- ENGLISH 7 (GLOBAL SUCCESS)**

***Date of planning: 05/11/ 2024***

*Date of teaching: 12/11 / 2024*

Week 10:

UNIT 4: MUSIC AND ARTS

Period 30: Lesson 3: A closer look 2

**I. OBJECTIVES**

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

**1. Knowledge** :

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

**\* Grammar: *Comparisons***

1. like → To show that sth is similar to sth else.

2. different from → To show that two or more things are not similar.

3. as + adj + as → To show that two things are similar.

4. not as + adj + as → To show that sth is “more” or “less” than sth else.

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Qualities**

- Be responsible and hard-working

**II. TEACHING AIDS:**

**1. Teacher:** - Grade 7 textbook, Planning (Unit 4- A closer look 2)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

**III. PROCEDURES : (STAGES)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity 1: Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge and vocabulary related to the targeted grammar of comparisons; To introduce the targeted grammar of the lesson.  **\* Content: GAME: BRAINSTORMING (Adjectives)**  **\* Products**: Ss play game in groups and write adjectives in the groupboard exactly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| **\* Warm up (group work)**  **- T - Ss**  \* Teacher asks students to work in 2 teams to think of as many adjectives to describe as possible.  \*\* Students work in 2 teams.  \*\*\* In 1 minute, students from each team, turn by turn, run to the board and write down one adjective.  \*\*\*\* Teacher comments and counts how many correct answers for each team.  - The team which has more correct answers will be the winner.  \* Teacher shows the picture and asks students to use one adjective they have found to make comparisons  \*\* Students work individually.  \*\*\* Students give teacher a sentence:  \*\*\*\* Teacher gives feedback, then lead to the new lesson.  **🡪Lead in**  Teacher says: “This lesson today is going to tell you more about comparisons using *like, different from, (not) as … as*” | | | **GAME: BRAINSTORMING**    ***\* Suggested answers:***  big, small, heavy, light, cheap, expensive, boring, interesting, special, fun, thin, fat, tall, short, handsome, ugly, etc.    *“The boy on the left is taller than the boy on the right.”* |
| **Activity 2: Presentation (7’)**  **\* Aim:** To introduce the form of comparisons to students.  \* **Content:** Comparative adjectives  **\* Products:** understand and how to use comparative adjectives  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **\* Pre – grammar.**  \* Teacher prepares some pictures and asks students to make comparisons.  \*\* Students make comparison, using the pictures teacher shows on the screen.  Elicit the model sentences:  1. *Teacher points to the yellow pencil and the orange pencil.*  2. *Teacher points to the yellow pencil and the pen and asks students to focus on the length of the two things.*  *3. Teacher points to the yellow pencil and the pen again and has students focus on their shape*  4. *Teacher says: “This is Robert’s pencil case and this is Mary’s pencil case” and asks them make comparison with “like”.*  \*\*\* Students find out the form and the usage of comparisons using “like, different from, (not) as … as”  \*\*\*\* Teacher gives comments and writes on the board the form and the usage. | | **\* Grammar : Comparative adjectives**  Description: The Most Edited #tools | Picsart  Students: The yellow pencil is shorter than the orange one  Teacher: Right! Or I can say: “The yellow pencil is not as long as the orange one.”    🡪 The pen is as long as the yellow pencil.*.*    🡪 The pen is different from the yellow pencil.  Description: Comparatives | Baamboozle  🡪 Robert’s pencil case is like Mary’s pencil case.  **\* Concept checking:**  **+ Form:**  1. (not) as + adj + as  2. as + adj + as  3. to be different from  4. like  **+ Use**: ask students to read “Remember box”, then teacher asks students some questions to check understanding. | |
| **Activity 3: Practice (20’)** | | | |
| **Task 1**  **\* Aims:** To help students identify the correct form of comparisons, using *like, different from, (not) as … as.*  \* **Content:** Write like, as, or different in the gaps  **\* Products:** Students write correct the answers on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1:T –Ss**  \* Teacher asks students to do the exercise individually and then compare their answers with a classmate.  \*\* Students do the task individually.  \*\*\* Some students explain their choices.  \*\*\*\* Teacher confirms the correct answers. | **TASK 1: WRITE LIKE, AS, OR DIFFERENT IN THE BLANKS. *(Ex 1, p. 43)***  \* *Answer key:*  1. as  2. like  3. different  4. as  5. different | | |
| **Task 2**  **\* Aims:** To help students use the correct comparisons using *like, different from, (not) as … as.*  \* **Content:** Finish the second sentence in each pair using *like, different from, (not) as … as.*  **\* Products:** Students’ correct sentences on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 2: T - Ss**  \* Teacher has students do this exercise individually.  \*\* Students do the task individually.  \*\*\* Students give and explain their answers.  \*\*\*\*Teacher confirms the correct answers. | **TASK 2: FINISH THE SECOND SENTENCE IN EACH PAIR, USING LIKE, AS … AS, OR DIFFERENT *FROM.* *(Ex 2, p. 43****)*  **\* Answer key:**  1. different from  2. like  3. as … as  4. different from  5. as … as | | |
| **Task 3**  **\* Aims:** To help student practiSe using *like, different from, (not) as … as*.  \* **Content:** Compare the two museums, using *like, different from, (not) as … as*.  **\* Products:** Ss read aloud the complete sentences in front of the class.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 3: T - Ss, Ss - Ss**  \* Teacher asks students to work in pairs and helps them interpret the table first.  \*\* Students work in pairs to do the task and teacher encourages students to talk as much as possible.  \*\*\* Teacher calls on students to read aloud the complete sentences.  \*\*\*\* Teacher confirms the correct answers and helps them to correct mistakes if needed. | **TASK 3: COMPARE THE TWO MUSEUMS: HISTORY AND SCIENCE, USING LIKE, AS … AS, OR DIFFERENT FROM.** (Ex 3, p. 43)  **\* Suggested answers:**  1. The History Museum is not as modern as the Science Museum.  2. The staff in History Museum is as friendly as ones in Science Museum.  3. Things in History Museum are more interesting than things in Science Museum.  4. The price in History Museum is like in Science Museum. | | |
| **Task 4**  **\* Aims:** To help students revise to write comparisons using *like, different from, (not) as … as*.  \* **Content:** Rewrite the sentences, using the words given at the beginning.  **\* Products:** Ss write their correct answers on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 4: T - Ss, Ss - Ss**  \* Teacher asks students to do the task individually to write down the sentences in their notebooks.  \*\* Students do the task individually and compare with their partners.  \*\*\* Some students write their answers on the board.  \*\*\*\* Teacher confirms the correct answers. | **TASK 4: REWRITE THE SENTENCES, USING THE WORDS GIVEN AT THE BEGINNING.** *(Ex 4, p. 43)*  **\* Suggested answers:**  1. I think comedies are not as interesting as action films.  2. Our history homework is not as difficult as our maths homework.  3. This year’s music contest is not like last year’s.  4. The characters in the film are different from the ones in the play.  5. That picture is not as bright as this one. | | |
| **Activity 4: Production (5’)**  **\* Aim**: To help students practise speaking, using *like, different from, (not) as … as* through pictures.  \* **Content:** Discuss and write a simple sentence from the two given sentences ( From 2 pictures)  **\* Products:** Ss’ correct sentences on the group boards  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| **Task 5: T - Ss, Ss - Ss**  \* Teacher asks students to work in groups to find out the similarities and differences between the two pictures and the things in them.  \*\* Students work in groups to do the task.  \*\*\* Students give as many sentences as possible.  \*\*\*\* Teacher listens to students to correct common errors after finishing speaking. | **TASK 5: LOOK AT THE TWO PICTURES AND COMPARE THEM.** *(Ex 5, p. 43)*  **\* Suggested answers:**  - Picture A is not as big as picture B.  - The cat in picture A is different from the cat in picture B.  - The cat in the house in picture A is like the cat in the house in picture B.  - The fish in picture A is not as big as the fish in picture B.  - The flower in picture A is not as small as the flower in picture B. | | |
| **Activity 5: Consolidation (3’)**  **\* Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** summarize the main content in the lesson.  **\* Products:** Ss say what students have learnt in the lesson.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| Teacher asks students to talk about what they have learnt in the lesson. | - Grammar: Comparative adjectives  - form and usage. | | |
| **IV. Homework (2’)**  \* **Aim:** To revise the knowledge that students have gained in this lesson and prepare the new lesson | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Do exercises in the workbook.  - Prepare lesson 4 ( communication) | | |

**\*- Evaluation: ( CN)**

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***Date of planning: 09/11/ 2024***

*Date of teaching: 12&13/11 / 2024*

Week 11:

UNIT 4: MUSIC AND ARTS

Period 31: Lesson 4: Communication

**I. OBJECTIVES:**

**1. Knowledge**

- Learn how to deal with some ways of expressing preferences

- Practise using some grammar points and vocabulary related to the topic

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Qualities**

- Be benevolent and responsible

**II. TEACHING AIDS:**

**1. Teacher**: - Grade 7 textbook, Planning Unit 4, communication

- Smart TV/Pictures, sets of word cards - sachmem.vn

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

**III. PROCEDURES : (STAGES)**

|  |  |
| --- | --- |
| **Activity 1: Warm-up (5’)**  **\* Aim:** To revise the old lesson and introduce the new lesson; To lead in the lesson.  \* **Content:** *\**  Game: GAME: PELMANISM (words and pictures about music and arts)  **\* Products:** Ss find out words and pictures exactly.  **\* Organization of implementation:** | |
| **Teacher’s and Ss’activities** | **Content** |
| **\* Warm up T - Ss**  \* Teacher divides the class into 2 teams and asks them to think of the vocabulary they have learnt in the previous lessons.  \*\* In 2 minutes, each member from each team has to take turns to turn over one card and try to find a card that matches it.  \*\*\* If the two cards match each other, the team gets one point.  - If the two cards are different, put them back in the same places, facing down.  \*\*\*\* The team with more points will win the game.  **🡪 Lead in:** Teacher leads students into the lesson by telling what they are going to learn: “We are going to learn how to express preferences and use the grammar and the vocabulary related to our topic Music and arts”. | ***\**  Game: GAME: PELMANISM**   |  |  |  |  | | --- | --- | --- | --- | | art gallery | concert hall | actress | portrait | | composer | landscape | painter | puppet theatre | |
| **Activity 2: Presentation ( 5’)**  **\* EVERYDAY ENGLISH**  **Expressing preferences** | | |
| **Task 1:**  **\* Aim:** To introduce two ways of expressing preferences.  \* **Content:** listenand pay attention to the highlighted parts ; practise saying with their partners.  **\* Products:** Role play and practice in front of the class.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 1:T –Ss**  \* Teacher plays the recording for students to listen and read the conversation.  \*\* Students listen and practise saying with their partners.  \*\*\* Teacher calls some pairs to read aloud.  \*\*\*\* Teacher corrects pronunciation if needed.  \* Teacher asks students to pay attention to the highlighted parts and asks them some questions to elicit the new structure  \*\* Students answer teacher’s questions to find out new structure to express preferences.  \*\*\* Some students give the new structure to the teacher.  \*\*\*\* Teacher corrects and writes on the board: | **TASK 1: LISTEN AND READ THE DIALOGUE, PAYING ATTENTION TO THE HIGHLIGHTED PARTS.** *(Ex. 1, p. 45)*    **\*Structure: *to express preference***  - prefer sth  - like sth better | |
| **Activity 3: Practice (20’)** | | |
| **Task 2**  **\* Aims:** To help students practise expressing their preferences.  \* **Content**: Make similar dialogue.Ask and answer questions about your preferences..  **\* Products:** Some pairs to practise in front of the class.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 2: T –Ss : Ss- Ss**  \* Teacher has students look at the situation in Ex. 2 to make similar dialogue:  *1. painting and taking photos*  *2. singing and dancing*  \*\* Students work in pairs to make similar dialogue.  \*\*\* Teacher calls some pairs to present it in front of the class.  \*\*\*\* Teacher gives feedback and some comments. | **TASK 2: MAKE SIMILAR CONVERSATION. *(Ex. 2, p. 45)***  **Work in pairs. Ask and answer questions about your preferences for painting and taking photos; singing and dancing.**  **\* Suggested answers:**  A: Which do you prefer, painting or taking photos?  B: I prefer taking photos because it is more interesting.  A: And which do you like better, singing or dancing?  B: I like dancing better. | |
| **Task 3**  **MUSIC AND ARTS IN SCHOOL**  **\* Aims:** To help students recall or get to know some information about famous people in the field of music and arts, and some common forms of arts.  \* **Content:** find answers to the questions about famous people in the field of music and arts, …)  **\* Products:** Ss give their answer and explain it.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 3: T - Ss, Ss – Ss**  . \* Teacher asks students to work in pairs to choose the correct answer.  \*\* Students do the task in pairs.  \*\*\* Teacher calls some students to give their answer and explain it.  \*\*\*\* Teacher confirms the correct answers. | **TASK 3: CHOOSE THE CORRECT ANSWER TO EACH QUESTION. *(Ex. 3, p.45)***  **What do you know? Work in groups and choose the correct answer to each question.**  **\* Answer key:**  1. B 2. A 3. A 4. B | |
| **Task 4:**  **\* Aims:** To help students revise vocabulary related to the topic and to introduce how students in other countries learn music and arts  \* **Content:** Read and underline the words related to the topic of arts and music.  **\* Product:** Ssfind, and underline the words related to the topic correctly.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 4: T - Ss, Ss – Ss**  \* Teacher asks students to work individually to read through the paragraph, find, and underline the words related to the topic.  \*\* Students work in individually.  \*\*\* Some students read aloud.  \*\*\*\* Teacher confirms and corrects if needed | **TASK 4: READ THE FOLLOWING PARAGRAPH. UNDERLINE THE WORDS RELATED TO THE TOPIC OF ARTS AND MUSIC. *(Ex. 4, p. 45)***  . ***\* Suggested answer: (Teacher’s book, p.69)*** | |
| **Activity 4:** **Production (8’)**  **Task 5**  **\* Aims:** To help students talk about how students in Viet Nam study music and arts.  - To help them compare their school and schools in other countries.  \* **Content:**  work in group to discuss how students in Viet Nam learn music and arts, then compare with Susie’s school.  **\* Product:** Students from each group present their ideas to the class .  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task5: T - Ss, Ss – Ss**  \* Teacher asks students to work in group to discuss how students in Viet Nam learn music and arts, then compare with Susie’s school.  \*\* Students work in groups to take notes some activities they have when learning music and arts, then compare.  - Teacher goes round the class to monitor and give support if necessary.  \*\*\* Students from each group present their ideas to the class.  \*\*\*\*Teacher comments on their clarify, language, fluency, grammar,… | **TASK 5: TALK ABOUT HOW YOU LEARN MUSIC AND ARTS. COMPARE SUSIE’S SCHOOL WITH YOUR SCHOOL. YOU CAN USE *LIKE, AS … AS,* OR *DIFFERENT FROM.***  ***\* Example:***  *Hi. My name is Linh. I'm from Vietnam. I'm in grade 7. In daily life, music plays an important role in improving the human spirit. Arts and music are compulsory like Susie’s school. We must have to study every Wednesday. On Monday. each class has to perform one or more songs in the school meeting. My school is different from Susie’s school. My school doesn’t have a choir.* | |
| **Activity 5: Consolidation (3’)**  **\* Aims:** To consolidate what students have learnt in the lesson.  \* **Content:** Summarize the content of the lesson  **\* Products:** Say aloud what they have learnt in front of the class.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| Teacher asks students to talk about what they have learnt in the lesson. | - R evise vocabulary related to the topic and know how students in other countries learn music and arts | |
| **IV. Homework (2’)**  **\* Aim**: To revise the knowledge that students have gained in this lesson. And prepare for the next lesson: Skills 1. | | |
| **Teacher’s and Ss’ activities** | **Content** | |
| - T reminds Ss to do homework and prepare the new lesson. | - Learn by heart the structures.  -Do exercise in WB  - To prepare for the next lesson: Skills 1. | |

**\*- Evaluation: : ( CN)**

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***Date of planning: 10/11/ 2024***

*Date of teaching: 13&14/11 / 2024*

Week 11:

UNIT 4: MUSIC AND ARTS

Period 32 : Lesson 5 : Skills 1

**I. OBJECTIVES:**

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

**1. Knowledge**

- read for specific information about traditional art.

- talk about a musical performance at their school.

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Qualities**

Be benevolent and responsible

**II. TEACHING AIDS:**

**1. Teacher:** - Grade 7 textbook, Planning (Unit 4- Skills 1)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

III. PROCEDURES : (STAGES)

|  |  |  |
| --- | --- | --- |
| **Activity 1: Warm-up (5’)**  **\* Aim**: To activate students’ prior knowledge and vocabulary related to the topic of reading and To lead in the lesson about Skills 1.  **\* Content: Play a game : face to face** ( Listthe words related to “Traditional performances”)  **\* Products:** The team which has more than right will be the winner.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| - **T- Ss**  \* Teacher writes on the board “Traditional performances”, then divides the class into 2 teams and asks them to think of the words and list as many words as possible.  \*\* Students work in groups and have 1 minute to think of the words related to the topic.  \*\*\* Each member from each team takes turns to says one word.  \*\*\*\* Teacher confirms the correct answers. The team which has more than right will be the winner  **🡪 Lead in:**  Teacher leads students into the lesson by telling what they are going to learn: “*In the lesson today, we are going to read and find some information about one of the most famous traditional performances in Viet Nam.”* | | ***\** GAME: FACE TO FACE**  **TRADITIONAL PERFORMANCES**  **\* Suggested answers:**  - Quan Ho singing,  - Xoan singing,  - Ca Tru singing, Nha nhac,  - Bai Choi Folk Singing,  - Cultural Space of Gong,  - A O show,  - Don Ca Tai Tu,  - water puppet show, … |
| **Activity 2: Pre -reading (7’)**  **\* Aim:**. To provide students with some lexical items before reading the text, and activate students’ knowledge of the topic of the reading text (a traditional art form).  - Procedures | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **Pre- teaching vocabT –Ss :**  \* Teacher introduces the vocabulary by:  + providing the pictures of the words;  + providing the definition of the words.  \*\* Students say the words and its meaning .  \*\*\* Teacher shows and says the words aloud and asks students to repeat them.  \*\*\*\* Concept check: Rub out and Remember technique | | **1 Vocabulary**  -. puppetry (n) /ˈpʌpɪtri/: nghệ thuật múa rối  - string (n) /strɪŋ/: sợi dây  - control (v) /kənˈtrəʊl/: kiểm soát |
| **T –Ss**  *\* Teacher asks* students *to work in pairs* to look at some pictures in Ex. 1 on page 46 to discuss with their partners.  *\*\** Students *work in pairs to do the task.*  *\*\*\* Teacher calls some* students *to check what they have discussed.*  *\*\*\*\* Teacher listens and does not need to care about whether they know or don’t know about these traditional art forms, whether they like them or not.* | **2. DISCUSSION: LOOK AT THE PICTURES. DISCUSS THE QUESTIONS BELOW WITH A PARTNER**.    1/ - The first picture shows a water puppet show.  - The second picture is Quan Ho singing.  2/ - Yes/ No ……. | |
| **Activity 3: While-Reading (10’)**  **Task 1**  **\* Aims:** To develop reading skill for general and specific information.  To help students further develop their reading skill for specific information (scanning).  To give students some understanding of water puppetry – a traditional art form of north Viet Nam.  \* **Content**: Read the email and match the highlighted words with their meanings.  Read the passage again and decide these statements  **\* Products:** Ss give the correct answers.  **\* Organization of implementation** : | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 1: T – Ss**  \* Teacher has students read the text very quickly and focus on the four phrases given and the four highlighted words in passage.  \*\* Students do the task independently.  \*\*\* Teacher tells students to compare their answers in pairs before calling some of them to check.  \*\*\*\* Teacher confirms the correct answer and explains if needed. | **TASK 1: READ THE EMAIL AND MATCH THE HIGHLIGHTED WORDS WITH THEIR MEANINGS. *(Ex 2, p. 46)***  ***\* Answer key:***  1. performed  2. traditional  3. fantastic  4. festival | |
| **Task 2:**  **\* Aims:** To help Ss read for specific information about a traditional art form;  - To give Ss some understanding of water puppetry – a traditional art form of north Viet Nam.  \* **Content**: Read the email again and answer the questions. (Game: LN)  **\* Products:** Students answers correctly and the team who gets more points will be the winner.  **\* Organization of implementation** : | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 3: T - Ss, Ss – Ss**  \* Teacher asks students to read the email again, work in pairs to ask and answer the questions.  \*\* Students work in pairs.  \*\*\* Teacher uses the game “Lucky numbers” to check their comprehension.  - Teacher divides the class into 2 teams.  - Each team, turn by turn, chooses one number: If the number is a question, they must answer it correctly to get 1 point. If the number is a lucky one, they will get 2 points without having to answer any questions.  - The team who gets more points will be the winner. | **TASK 3: TASK 3: READ THE EMAIL AGAIN AND ANSWER THE QUESTIONS.** *(Ex 3, p. 46)*    **\* Answer key:**  Lucky numbers: 1, 4, 8  Number 2: Question 1: Mary did.  Number 3: Question 2: In a pool.  Number 5: Question 3: The artists did.  Number 6: Question 4: (They are) about everyday life in the countryside of Viet Nam.  Number 7: Question 5: Yes, it is. | |
| **Activity 4 : Pre-Speaking** | | |
| **Task 4:**  **\* Aims**: To help students ask and answer questions about a school musical performance.  \* **Content:** Work in pairs ; Ask and answer questions about the performance.  **\* Products:** Some pairs perform the task in front of the class fluently.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| - **Task 4: T - Ss, Ss – Ss**  \* Teacher asks students to read about Mark’s school musical performance last year, then let them work in pairs to ask and answer questions about the performance.  \*\* Students work in pairs to do the task. Teacher goes around and corrects mistakes or gives help when necessary. Encourage students to ask more questions.  \*\*\* Teacher calls on some pairs to perform the task in front of the class.  \*\*\*\* Teacher and other students listen and comment | **TASK 4: WORK IN PAIRS. ASK AND ANSWER ABOUT MARK’S SCHOOL MUSICAL PERFORMANCE LAST YEAR. *(Ex 4, p. 46)***  **\* Suggested answer**:  A: When was the performance?  B: On Saturday night.  A: How long did it last?  B: It lasted three hours.  A: Where did it take place?  B: In the schoolyard.  A: What did they perform?  B: They performed some plays, danced, sang songs, …  … | |
| **Activity 5 : While-Speaking**  **Task 5**  **\* Aims:** To help students practise speaking about what they will do and how they will prepare for their school performance  **\* Content**: Make a plan for the performance and talk about the items you will contribute.  **\* Products:** Role play in front of the class.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| - **Task 5: T - Ss, Ss – Ss**  \* Teacher has students work in groups and asks them to give their ideas about the items they’d like to contribute  \*\* Students work in groups to do the task. Teacher goes around, listens and gives help if needed.  \*\*\* Teacher asks students to talk about the item they have agreed on, and how they will prepare for it.  \*\*\*\* Teacher comments. | **TASK 5: MAKE A PLAN AND TALK.*(Ex 5, p. 46)***  **Your school is going to have a musical performance to celebrate Teacher’s Day. Work in groups. Make a plan for the performance and talk about the items you will contribute.**  ***\* Suggested answers:***  - Your school performance - Time: 8 p.m  - Duration: 3 hours  - Place: school stage  - Items contributed: songs, dramas, dances,… | |
| **Activity 6 : Production (5’)**  **\* Aims:** To help students improve next time  \* **Content:** Ss give comments on their friends and vote for the most interesting and informative presentation.  **\* Products:** Ss give comments clearly and exactly  **\* Organization of implementation**: | | |
| **Teacher’s and Ss’activities** | **Content** | |
| - Have students give comments on their friends and vote for the most interesting and informative presentation.  - Teacher gives feedback and comments. | Ss’ plan for a school musical performance | |
| **Activity 7 : Consolidation (3’)**  **\* Aims:** To help students improve next time  \* **Content:** Ss summarise what they have learnt with the two skills.  **\* Products:** Students say what they have learnt with the two skills in front of the class.  **\* Organization of implementation** | | |
|  |  | |
| - Teacher asks students to talk about what they have learnt in the lesson. | - 2 skills ( listen about a traditional art form; talk about a school musical performance) | |
| **IV. Homework (2’)**  **\* Aim:** To revise the knowledge that students have gained in this lesson. | | |
| - Teacher asks students to prepare the new lesson. | - Do Ex inWB  - Prepare: Skills 2’ | |

**\*- Evaluation: : ( CN)**

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Trường TH&THCS Hòa Hội Giáo viên: Trà Thị Hồng Loan

Tổ: Tiếng anh- Năng khiếu Năm học : 2023-2024

**LESSON PLAN- ENGLISH 7 (GLOBAL SUCCESS)**

***Date of planning: 11/11/2024***

*Date of teaching : 15/11/2024*

Week 11: UNIT 4: MUSIC AND ARTS

Period 33 : Lesson 6: Skills 2

**I. OBJECTIVES:**

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

**1. Knowledge**

-Listening:

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

+ listen for specific information about street painting.

- Writing: write an informal letter of invitation.

**2. Competences**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Qualities**

Be benevolent and responsible

**II. TEACHING AIDS:**

**1. Teacher:** - Grade 7 textbook, Planning (Unit 4- Skills 2)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

**III. PROCEDURES : (STAGES)**

|  |  |  |
| --- | --- | --- |
| **Activity 1: Warm –up (5’)**  **\* Aim**: To activate students’ prior knowledge and vocabulary related to the lesson, To introduce the new lesson.  \* **Content:** Game: Matching  **\* Products**: Answer the questions correctly.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | | **Content** |
| **\* Warm up : T –Ss. Ss -Ss**  \* Teacher asks Ss to match words with pictures about “Traditional arts around the world”  \*\* Students discuss in groups  \*\*\* Teacher calls some students to give their answers.  \*\*\*\* Teacher listens and gives comments.  - the group which has more students with correct answers will be the winner  **🡪 Lead in**Teacher introduces students the content of the lesson: *“In the lesson today, we are going to listen to find out the information about very special type of art. It called: street art/ street painting.*” | | **Game: Matching**    **\* Suggested ideas:**  1. Lam vong dance of Laos;  2. Chinese Opera;  3. ballet of France and Russia;  4. Origami in Japan;  5. Kite making and flying in India;  6. water puppetry in VN |
| **Activity 2: Listening (15’)** | | |
| **Pre-Listening** | | |
| **Vocabulary**  **\* Aim:** To provide students with some lexical items before listening the text.  \* **Content:** learn some vocabularies related to the topic.  **\* Products:** Students read and understand the meaning of vocab.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **T- Ss**  \* Teacher introduces the vocabulary by:  + Providing the synonym or antonym of the words.  + Providing the pictures of the words.  + Providing the definition of the words.  \*\* Students say the words.  \*\*\* Other students correct if the previous answers are incorrect.  \*\*\*\* Teacher shows and says the words aloud and asks students to repeat them.  - Concept check: Rub out and Remember | **\* Vocabulary**  - pavement (n): vỉa hè, đường cho người đi bộ  - occur (v): xảy ra, diễn ra  - support (n): sự ủng hộ  -. huge (a): to lớn | |
| **\* While -Listening** | | |
| **Task 1**  **\* Aims:** To activate students’ knowledge of the topic of the listening text.  \* **Content:** Work in pairs to ask and answer about street painting.  **\* Products:** Some students answer in front of the class.  **\* Organization of implementation**: | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **T- Ss, Ss -Ss**  \* Teacher asks students to work in pairs to ask and answer about street painting.  \*\* Students work with their partner to do the task.  \*\*\* Teacher calls on some students to answer.  \*\*\*\* Teacher gives comments and leads students to task 2. | **TASK 1: DISCUSS THE QUESTION BELOW WITH A PARTNER *(Ex. 1, p. 47)***    *What do you know about street painting?*  *Where do artists paint their pictures? Do they have to pay to paint there?*  *🡪 Street painting is a form of artwork that is displayed in public on surrounding buildings, on streets, trains and other publicly viewed surfaces.* | |
| **Task 2**  **\* Aims:** To help students practise listening for specific information (to find some words while listening to the recording).  \* **Content:** Listen to a man talking about street painting and tick the words you hear.  - Choose the correct answers.  **\* Products:** Ss give the correct answers.  **\* Organization of implementation**: | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **Task 2: T - Ss, Ss - Ss**  \* Teacher asks students to read the five words given and try to predict what words they will hear in the listening.  \*\* Students work independently to read and predict. Then, teacher plays the recording once or twice for students to listen carefully and tick the words they hear.  \*\*\* Teacher calls some Ss to give the answers.  \*\*\*\* Teacher plays the recording again and confirms the correct answers for their prediction.  **Task 3: T - Ss, Ss - S**  \* Teacher asks students to read the questions carefully then plays the recording again to choose the correct answer to each question.  \*\* Students work independently to listen.  \*\*\* Students give their answers.  \*\*\*\* Teacher plays the recording as many times as necessary and confirms the correct answers. | **TASK 2: LISTEN TO A MAN TALKING ABOUT STREET PAINTING AND TICK (√) THE WORDS YOU HEAR. *(Ex.2, p.47****)*  **\* Answer keys:**  1. artists  2. painting  3. enjoy  **TASK 3: LISTEN TO THE PASSAGE AGAIN AND CHOOSE THE CORRECT ANSWERS. *(Ex. 3, p. 47****)*  **\* Suggested answers:**  1. A  2. C  3. C  4. B  **Audio script**  *Street painting – or street art – is an old type of art. In the 16th century artists began to draw on the pavement using chalk. Today, you can see street painting events everywhere. They attract many people who come to enjoy and take part in them. Many of them are free too. So join in and become an artist yourself!*  *One of the largest events in the United States is the Lake Worth Street Painting Festival. It began in 1994 and now occurs every February with the support of artists and volunteers. It is free for everyone.*  *About 100,000 visitors come to enjoy it. About 600 artists work on the pavement to make the street a huge art gallery!* | |
| **Post-Listening**  **\* Aims:** To help students retell what they have listened.  \* **Content:** Retell the information about “Street painting” as much as they can.  **\* Products:** Some students summarize the main content about “Street painting” in front of the class.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **- T-Ss, Ss-Ss**  \* Teacher asks students to work in groups and take turns to retell the information about “Street painting” as much as they can.  \*\* Students work in groups to do the task. Teacher moves around and offers help if needed.  \*\*\* Teacher invites some students to retell it.  \*\*\*\* Teacher confirms the correct answers. | **\* RETELLING** | |
| **Activity 3: Writing ( 10’)** | | |
| **\* Pre –writing**  **TASK 4:**  **\* Aims**: To help students learn the purpose and format of an informal letter of invitation.  \* **Content: -** Read the letter and choose the correct answers  - Help Ss knowthe format of informal letter of invitation:  **\* Products:** Ss give the correct answers and know the format of informal letter of invitation  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| **- T-Ss, Ss-Ss**  \* Teacher asks students to do the task in *Ex. 4, p. 47*.  \*\* Students do the task individually.  \*\*\* Students give their answers.  \*\*\*\* Teacher corrects.  \* Teacher asks students to look at the letter again and try to answer some questions:  \*\* Students do the task independently.  \*\*\* Teacher calls students to check their understanding.  \*\*\*\* Teacher corrects and then, asks them to read “Writing tip”. After that, teacher writes on the board the format of informal letter of invitation: | **TASK 4: READ THE FOLLOWING LETTER AND CHOOSE THE CORRECT ANSWERS. *(Ex. 4, p. 47)***  **\* *Answer key:***  1. A  2. B  + Is it an invitation letter? (Yes. Because it invites Jack to see the water puppet show.)  + Is it formal or informal? (It is informal because Jack is Chau’s friend.)  + What is the event? (The water puppet show.)  + What time does the show begin? (At 8 p.m.)  + Where does it take place? (At 57 B Dinh Tien Hoang St, Hoan Kiem Dist.)  + What time do Chau want to meet Jack for the show? (At 7:45.)  **\* Writing tip**  ***\* Informal letter of invitation:***  **- Invitation:**  **+ Let’s + V**  **+ How about + V-ing?**  - Event  - Start time  - Place  - Time to meet | |
| **\* While-Writing**  **Task 5**  **\* Aims:** To help students write an informal letter of invitation.  \* **Content:** Write a letter to invite someone to a street painting festival, using the following cues.  **\* Products:** Write the first draft individually  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| ***- T-Ss, Ss-Ss***  \* Teacher tells students that they are going to write a letter to invite someone to a street painting festival. Students should follow the cues and base on the format to write.  \*\* Students work independently to do the task and teacher goes around and helps if necessary. | **TASK 6: WRITE A LETTER TO INVITE SOMEONE TO A STREET PAINTING FESTIVAL, USING THE FOLLOWING CUES. *(Ex. 5, p. 47)***  468 Lang St, Ha Noi  Nov 12, 2021  Hi Nam,  Let's go to see the Street Painting Festival this Sunday morning at 9 a.m. At the festival, you can meet street artists, draw pictures on the street. I'm sure you'll like it. It's at Central Rd.t. How about meeting at 8:45 at the bus stop? Let me know if you can make it.  Looking forward to seeing you there.  Best,  Thu Ba | |
| **Post-Writing (5’)**  \* **Aim:** To peer check, cross check and final check students’ writing.  \* **Content:** Students’ writing and cross check  **\* Products:** gives feedback as a class discussion. (*individual work*)  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’activities** | **Content** | |
| ***- T-Ss, Ss-Ss***  \*\*\* Teacher asks students to share their writing with their partners. Then, call on some students to show their writing in front of the class.  \*\*\*\* Teacher checks ideas, grammar, vocabulary and gives comments | \* **PEER CHECKING**  **students’ writing**. | |
| **Activity 4: Consolidation (2’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** summarize the content of the lesson.  **\* Products:** A student says what she/ he has learnt in the lesson.  **\* Organization of implementation:** | | |
| **Teacher’s and Ss’ activities** | **Content** | |
| - Teacher asks students to talk about what they have learnt in the lesson. | - Listen a passage about street painting.  - Write an informal letter of invitation. | |
| **IV. Homework (2’)**  **\* Aim:** To revise the knowledge that students have gained in this lesson. | | |
| Teacher asks students to rewrite their writing in their books.  - Teacher asks students to prepare the new lesson. | Rewrite the writing in the notebook.  - Prepare “ Looking back and project” | |

**\*- Evaluation: : ( CN)**

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Trường TH&THCS Hòa Hội Giáo viên: Trà Thị Hồng Loan

Tổ: Ngoại ngữ- năng khiếu School year: 2023-2024

Date of planning: 16 / 11 / 2024

Date of teaching: 19&21 /11 / 2024

**Week 12 : UNIT 4: MY NEIGHBOURHOOD**

**Period 34 : Lesson 7: Looking back and project**

**I. OBJECTIVES:**

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

**1. Knowledge**

- review the vocabulary and grammar of Unit 4

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

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Qualities**

- Be benevolent and responsible

- Develop self-study skills

**II. TEACHING AIDS:**

**1. Teacher:** - Grade 7 textbook, Planning (Unit 4 , Looking back and project)

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

III. PROCEDURES : (STAGES)

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity 1: Warm -up (5’)**  **\* Aim**: To help students revise the vocabulary items they have learnt in the unit.  To enhance students’ skills of cooperating with team mates.  \* **Content:**  **\* Products:** complete the task on the board correctly.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| \* **Warm up**  \* Teacher writes on the board “Unit 4” and asks students to think of what they have learnt already in this unit.  \*\* Students work in pairs to do the task.  \*\*\* Teacher calls some students to retell.  \*\*\*\* Teacher confirms and leads them to do all the | | | **\* MIND MAP**  Unit 4  Vocabulary  Grammar  Pronunciation |
| **Activity 2: VOCABULARY( 10’)**  **Task 1**  **\* Aim:** To help students revise the collocations with some verbs used in the field of music and arts..  \* **Content:** Write the correct words / phrases to go with these verbs.  **\* Products:** Students’ answers on the board.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | **Content** | | |
| **Task 1**  - **T –Ss :**  \* Teacher has students work individually to read the verbs and write the correct words / phrases to go with these verbs.  \*\* Students do this activity individually, and then compare their answers with their partners.  \*\*\* Teacher asks for students’ answers.  \*\*\*\* Teacher confirms the correct ones. | **TASK 1: WRITE A WORD OR PHRASE IN EACH BLANK TO GO WITH THE GIVEN VERB. *(Ex. 1, p. 48)***  **\* Answer key:**  1. draw: a picture, a bird, a car  2. perform: a puppet show, a concert, a play  3. write: a book, a poem, a song  4. watch: TV, a film, a football match | | |
| **Task 2**  **\* Aims:** - To help students review the words / phrases about music and arts used in the context of a passage.  - To give students some information of the Louvre Museum - the world’s largest art museum.  \* **Content:** Fill in each gap with a word or phrase from the box.  **\* Products:** Complete the sentences on the board correctly**.**  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 2:**  - **T –Ss**  \* Teacher has students work individually to revise the words / phrases given in the box, then do the task.  \*\* Students do this activity individually, and then compare their answers with their partners.  \*\*\* Teacher asks for students’ answers.  \*\*\*\* Teacher confirms the correct ones | | **TASK 2: FILL IN EACH GAP WITH A WORD OR PHRASE FROM THE BOX TO COMPLETE THE PASSAGE. *(Ex. 2, p. 48)***  **\* Answer key:**  1. art collections  2. exhibition  3. works of art  4. paintings  5. visitors | |
| **Activity 3: GRAMMAR (10’)**  **Task 3+ Task 4**  **\* Aims:** To help students revise the comparisons they have learnt in the context of sentences.  To help students to write sentences using the comparisons they have learnt.  \* **Content: -** Complete the sentences. Add the necessary words.  - Rewrite the sentences.  **\* Products:** Complete the sentences on the board correctly**.**  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 3**  - **T –Ss , Ss -Ss**  \* Teacher asks students to revise how to use the different ways of comparing they have learnt and then complete the task. Tell them to add the necessary words.  \*\* Students do the exercise individually and swap with their partners.  \*\*\* Teacher calls some students to check their answer.  \*\*\*\* Teacher confirms the correct answer.  **Task 4**  - **T –Ss , Ss -Ss**  \* Teacher asks students to write sentences in their notebooks, using the comparisons they have learnt, and the words provided.  \*\* Students work individually to do the task.  \*\*\* Teacher calls 1- 2 students to write on the board.  \*\*\*\* Teacher checks and confirms their answer. | | **TASK 3: COMPLETE THE SENTENCES, USING THE WORDS IN BRACKETS. ADD THE NECESSARY WORDS. *(Ex. 3, p. 48)***  **\* Answer key:**  1. old as  2. different from  3. more important  4. not as good  5. not as easy as  **TASK 4: REWRITE THE SENTENCES, USING THE GIVEN WORDS. *(Ex. 4, p. 48)***  **\* Answer key:**  1. Exercising is better than playing video games.  2. Duong doesn’t / can’t draw animals as well as his father.  3. The Mona Lisa is more valuable than this painting.  4. Nick is not as artistic as David.  5. The second / first version of the play is like the first / second. | |
| **Activity 4: Project (10’)**  **\* Aims:** To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.  \* **Content:** \* PROJECT: POSTERS EXHIBITION ( invitation to a music show)  \* **Products:** Students’ project on the posters.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| **Task 5**  - **T –Ss , Ss -Ss**  \* Ask Ss to read the instructions again (T has already assigned the project since the first lesson of the Unit and check their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if neccessary.  \*\* T has groups show and present the invitation to the class.  \*\*\* Students in other groups comment and vote for the best poster.  \*\*\*\* Teacher confirms and corrects. | | **TASK 5: POSTERS EXHIBITION**  1. Work in pairs. Look at the invitation below. Talk about the event (the time, place, show …).  2. Work in groups. Imagine that you are going to organise a music show. Decide on the following:  3. Make a similar invitation and present it to the class. | |
| **Activity 5: Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** summarize the content of the lesson.  **\* Products:** A student says the lesson’s content aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’activities** | | **Content** | |
| * Teacher asks students to talk about what they have learnt in the lesson. | | - revise vocabulary and grammar in unit 4  - make Project: Posters exhibition | |
| **IV. Homework (2’)**  **\* Aim:** To revise the knowledge that students have gained in Unit 4 and To prepare for the next lesson | | | |
| **Teacher’s and Ss’ activities** | | **Content** | |
| * Teacher asks students to revise old lesson and to do exercise in workbook.   - Teacher asks students to complete the project and prepare the new lesson. | | - Complete the project  - Prepare for the next lesson: Unit 5 ( Getting started) | |

**\*- Evaluation:** …………………………………………………………………………………………………………………………………………………………………………………………………….