LESSON PLAN ENGLISH 7( GLOBAL SUCCESS)

Date of planning: 2 - 04 -2024

Date of Teaching **: 13 -04-2024**

Period: 87

UNIT 11: TRAVELLING IN THE FUTURE

# Lesson 1: Getting started – I hope we will have a hyperloop soon!

**I. OBJECTIVES:**

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

**1. Knowledge:**

**1. Knowledge**

- an overview about the topic “English-speaking countries”

- lexical items related to people and places in English-speaking countries

**\* Vocab:** to talk about future means of transport.

- An overview about the topic *TRAVELLING IN THE FUTURE.*

**2. Competences:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Qualities:**

- Develop self-study skills

**II. TEACHING AIDS**

**1. Teacher:** Text books, pictures, planning, …

- Grade 7 textbook, Unit 11, Getting started

- Computer connected to the internet, TV/ pictures

- sachmem.vn

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

**III. PROCEDURES:**

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| **ACTIVITY 1 – WARM – UP & INTRODUCTION (5’)**  **a) Aims:**  - To set the context for the listening and reading text.  - To introduce the topic of the unit. | |
| **Teacher’s and students’ activities** | **Content** |
| \* Teacher has Ss to look at the picture and talk about it by answering these questions.  \*\* Ss work in pairs to do the task.  \*\*\* Teacher calls on some Ss to give their ideas about it.  \*\*\*\* Teacher listens, comments, then leads Ss to the new lesson.  Questions  Teacher says: “*In the lesson today we are going to learn a new unit about “Travelling in the future”. Let’s start to see and find out more information related to our new topic*”. | **Chitchatting**  *+ How do you people travel every day?*  *+ What do you think about the traffic in the picture?*  *+ How about traffic in the future?* |

**ACTIVITY 2 – PRESENTATION (15')**

**Aims:**

- To introduce the new words.

- To set the context for the introductory conversation;

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| **Teacher’s and students’ activities** | **Content** |
| \* 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  \*\* Ss say the words.  \*\*\* Other Ss correct if the previous answers are incorrect.  \*\*\*\* Teacher shows and says the words aloud and asks Ss to repeat them.  Checking techniques: Rub out and Remember  \* Teacher draws students’ attention to the pictures in the textbook and asks them some questions about the pictures. Teacher don’t confirm whether theirs are right or wrong.  *+ Who are they?*  *+ Where are they?*  *+ Where are they going?*  *+ What can you see outside the coach?*  *+ What can you see in the bubble?*  *+ What could they be talking about?*  \*\* Ss work out and answer questions in pairs.  \*\*\* Ss share their answers as a whole class.  \*\*\*\* T asks them to read and listen to the conversation to check their answers. | **Vocabulary:**  1. eco – friendly (a): [visual + explanation]    2. fume (n): [visual + explanation]    3. hyperloop (n): [visual + explanation]    4. teleporter (n): [visual + explanation]    5. campsite (n): [visual + explanation]    **Suggested answers:**  + They are Minh and Ann.  + They are on a coach.  + They are going to the campsite.  + Outside the coach, we can see the crowded street. There is a traffic jam.  + In the bubble, there is a system of tubes. Minh is thinking about a means of transport. |

**ACTIVITY 3 – PRACTICE (15’)**

**a) Aims:**

- To practice the targeted language and the background knowledge

- To help Ss read for specific information about Ann and Minh’s conversation.

– To help Ss recognise the words / phrases used to describe means of transport;

– To help Ss further understand the text.

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| **Teacher’s and students’ activities** | **Content** |
| \* Teacher plays the recording, asks students to underline the words related to the topic. (Teacher may check the meaning of some words if necessary.)   * Teacher can play the recording more than once. * Students listen and read.   \*\* Teacher can invite some pairs of students to read aloud.  \*\*\* Teacher refers to the questions previously asked.  \*\*\*\* Then, teacher confirms the correct answer: *“Ann and Minh* are talking about future modes of travel.  \* Teacher asks Ss to work in pairs to read the conversation again and underline the key words in each sentence.  \*\* Ss work in pairs to do the task.  \*\*\* Ss answer and point out where in the conversation they find the information for their answers.  \*\*\*\* Teacher checks the answers as a class.  \* Teacher asks Ss to work in pairs to read the conversation again and to underline the words / phrases that describe means of transport: hyperloop and teleporter.  \*\* Ss work in pairs to pick out words / phrases they have found to write down in the correct column.  \*\*\* Teacher asks some Ss to read out words / phrases they have found in the conversation to put into each column.  \*\*\*\* Teacher checks the answers as a class | **Task 1. Listen and read. What are Ann and Minh talking about?**  **(Ex 1, 2, p. 114, 115)**  **Answer key: 2B**  **Task 2:** **Read the conversation again and tick T (True) or F (False). (Ex 3, p. 115)**    **Answer keys:**   1. T 2. F 3. F 4. T 5. T   **Task 3:** **Find the words and phrases that describe the means of transport in the conversation and write them in the correct columns. (Ex 4, p. 115)**  **Answer keys:** |

**ACTIVITY 4 – PRODUCTION (15’)**

**a) Aims:**

– To help Ss review vocabulary related to different means of transport;

– To give Ss a chance to develop creative thinking;

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| **Teacher’s and students’ activities** | **Content** |
| \* Teacher asks Ss to work in pairs to discuss to find out the vehicles in these sentences.  \*\* Ss work in pairs to do the task  \*\*\* Teacher reads out loud each question and the pairs answer. The pair who correctly completes its first wins  \* Then, teacher has Ss work in pairs again to discuss how the vehicles they have thought of will be like in 50 years.  \*\* Ss work in pairs to do the task.  \*\*\* Teacher calls SS give any description about future means of transport they can imagine.  \*\*\*\* Teacher corrects grammar or pronunciation mistakes if needed. | **Task 4:** **Quiz (Ex 5, p. 115)**  *1. It has two wheels and you pedal it.*  *2. It has four wheels. It runs on petrol or*  *electricity, and can carry up to eight*  *passengers.*  *3. It carries many passengers and runs*  *on tracks.*  *4. It sails on the sea. It needs wind to sail.*  *5. It travels in space. It can even carry*  *people to the moon.*  **Answer keys:**  1. bicycle / bike  2. car  3. train  4. sailing boat  5. rocket / spaceship |

**IV. WRAP-UP & HOMEWORK**

- Teacher asks students to talk about what they have learnt in the lesson:

+ Vocabulary of Traveling in the future

+ Reading for specific information and details

+ Scanning

- Do the exercises in the workbook

- Name at least 10 means of transport around the world.

- Prepare the next lesson “Unit 11 – A Closer Look 1”

**V. FEEDBACK**

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Date of planning: 7 - 04 -2024

Date of Teaching **: 16 -04-2024**

Period: 88

**UNIT 11: TRAVELLING IN THE FUTURE**

Lesson 2: A closer look 1

**I. OBJECTIVES**

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

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

**1. Knowledge**

- Vocabulary: use the lexical items related to the topic *Travelling in the future.*

- Pronunciation: say sentences with correct stress

**2. Competences**

- 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 future means of transport.

- Develop self-study skills.

**II. TEACHING AIDS**

**1. Teacher:**

- Grade 7 textbook, Unit 11, A closer look 1

- Computer connected to the internet

- Projector/ TV/ pictures and cards

- sachmem.vn

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

**III. PROCEDURES:**

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| **1.Warm-up (5’)**  **Aim**: To help Ss review the previous lesson.  To create a fun atmosphere in the class  To lead in the lesson about vocabulary and pronunciation..  . \* **Content:**  **Game: Miming**  **\* Products:** Ss can create a fun atmosphere in the class | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| Teacher calls 1 student come to the board and whispers into Ss’ ears one means of transport.  Ss think of how to mine it, and the others are ready to guess  Ss mine the action for the others to guess the means of transport.  Teacher confirms the correct answer. The student who guesses correctly is the winner. | | | ***Suggested answers:***  *1. hyperloop*  *2. flying car*  *3. train*  *4. bike*  *5. motorbike*  *6. boat* |
| **2. Presentation (10’)**  **\* Aim:** To introduce visually some words related to the topic  \* **Content: vocabulary about transport**  **\* Products:** Students know how to use words to practice | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| **Pre teach vocabulary**  \* Teacher introduces the vocabulary by:  + providing the synonym or antonym of the words  + providing the pictures of the words  - Teacher have students read the phrases aloud and correct their pronunciation if needed.  - Teacher asks students for the Vietnamese meanings of these phrases.  Ss say the words.  Other Ss correct if the previous answers are incorrect.  Teacher shows and says the words aloud and asks Ss to repeat them  Checking techniques:  “Rub out and remember” | | 1. bamboo - copter (n): [visual + explanation]    2. skyTran (n): [visual + explanation]    **3. solar - powered (a): [visual + explanation]**    4. (to) sail: [visual + explanation] | | |
| **3. Practice (20’)** | | | | |
| **\* Aims:**  - To introduce some modes of future travel.  - To help Ss learn to use the right verbs for the appropriate mode of travel.  - To help Ss practise using the learnt words in the right context | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| **Task 1: (5’) T-Ss**  - Teacher asks students to choose the words and phrases in the box to write under the correct pictures with their partners.  - Ss work in pairs to do the task.  - Teacher calls on some students to read aloud the words and asks them why they think a word / phrase should go with a picture  - Teacher plays the recording for Ss to check their answers, has them to repeat chorally and individually, corrects their pronunciation and explain the meaning of these words/ phrases if needed.  -Teacher confirms the answers and gives feedback. | **Task 1: Write the words or phrases under the correct pictures. Then listen, check, and repeat. (Ex. 1, p. 116)**  ***Answer keys:***  ***1. solar-powered ship***  ***2. flying car***  ***3. bamboo-copter***  ***4. hyperloop***  ***5. skyTran*** | | | |
| **Task 2: (5’) T - Ss, Ss – Ss**   * Teacher asks students to look at Ex 2 to write words and phrases in 1 in the correct columns * Ss work independently to do the task. * Some Ss give their answers.   - Teacher checks students ‘answers as a class.  - Teacher confirms the answers and gives feedback. | **Task 2: Write words or phrases from 1 in the correct columns. (Ex 2, p. 116)**  **Suggested answers:** | | | |
| **Task 3*:* (5’) *T-Ss, Ss-Ss***  - Teacher has Ss look at the box, practice saying the words, then work individually to complete the sentence.  - Ss work individually to do the task.  - Some Ss read aloud the complete sentences  - Teacher confirms the correct answers. | **Task 3: Complete the sentences, using the words from the box. (Ex 3, p. 116)**  ***Answer keys:***  ***1. bamboo-copter***  ***2. fly***  ***3. ride***  ***4. hyperloop***  ***5. eco-friendly*** | | | |
| **Task 4*:* (5’) *T-Ss, Ss-Ss***  \* Teacher has students do this exercise individually.  - Students complete the exercise individually.  - Teacher lets students work in pairs and exchange the answers before checking with the whole class (explain each sentence if necessary).  - Teacher confirms the answers and gives feedback. | **Task 4: Listen to the sentences and repeat. Pay attention to the bold syllables. (Ex 4, p. 116)**  **Suggested answers:** | | | |
| **4. Production (8’)**  \* **Aim:** - To help Ss be aware of the words they have to stress in a sentence  – To help Ss practise saying sentences with correct stress | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| * Teacher plays the recording for Ss to listen and repeat; then ask Ss to count the number of stresses in each sentence.   Ss do the task individually.   * Teacher calls on some Ss to read the sentences in front of the class. * Teacher corrects their pronunciation if needed. | **Task 5: Listen to the sentences and repeat. How many stresses are there in each sentence? (Ex 5, p.116)**  ***Suggested answers:*** | | | |
| **5. Homework (2’)** | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Learn by heart the use of articles “a/an” and “the” - Rewrite the sentences in the notebooks.  - Prepare Lesson 3 ( closer look 2)*.* | | | |

Date of planning: 7 - 04 -2024

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Period: 89

**NUIT 11: TRAVELLING IN THE FUTURE**

Lesson 3: A closer look 2

**I. OBJECTIVES:**

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

**1. Knowledge:** know how to recognize “The future simple: Will”

***a. We use will + V:***

**+ to talk about future activities**

Eg: We will buy an electric scooter soon.

**+ to make predictions**

Eg: We will probably use electric cars because normal cars cause too much pollution.

**b. Possessive pronouns**

**+ to demonstrate ownership**

Eg: This is our house. It’s **ours.**

**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:**

- Lesson plan

- Grade 7 textbook, Unit 11, A closer look 2

- Computer connected to the internet

- TV/ Pictures, sets of word cards

- Sachmem.vn

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

**III. PROCEDURES:**

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| **1.Warm-up (5’)**  **\* Aim**:  - To activate students’ prior knowledge and vocabulary related to the targeted grammar  \* **Content:**  **-** Chatting about how to travel.  **\* Products:** Students talk about how to travel | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| - Teacher asks Ss some questions to lead into the lesson.  - Ss work in dependently to do the task.  - Teacher calls on some Ss to answer.  - Teacher confirms and write some key sentences on the board. | | | **GAME: CHATTING**  + How does your father go to work every day?  + What color is it?  + How will you travel when you are 30? |
| **2. Presentation (10’)**  **\* Aim:**  - To introduce students the form and the usage of the future simple.  \* **Content:**  - Grammar 1: The future simple  - Grammar 2: Possessive pronouns  **\* Products:**  **-** Students can make correct sentences using “will”  - Students can replace a phrase with a possessive pronoun | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| **GRAMMAR 1: THE FUTURE SIMPLE**  - Teacher has Ss read “Remember box” in some minutes. - Ss work independently to read.  - Teacher calls on some Ss to answer teacher’s questions to make sure they can understand how to use and form The Future Simple well.  - Teacher confirms, and corrects grammar if needed, then write on the board:  **\* Checking comprehension question:**  + “Do we use The Future Simple to talk about past, present or future activities?”  + Teacher writes on the board: “People will go to school by solowheel in 2030” and asks Ss: “In this situation, what do we use the future tense for?”  + “To make a negative form, do we say will not or not will?” (Just add NOT behind Will)  + “For questions, where we can put Will?” (Before subjects)  **GRAMMAR 2: POSSESSIVE PRONOUNS (REVIEW)**  - Teacher writes on the board an example then asks Ss some questions to remind them.  + Do we use a possessive pronoun instead of a phrase? (hers = her bicycle)  + Does a possessive pronoun come before a noun?  + Let’s complete this table:   |  |  |  | | --- | --- | --- | | Personal pronouns | Possessive adjectives | Possessive pronouns | | I | my |  | | You | your |  | | We | our |  | | They | their |  | | He | his |  | | She | her |  | | It | its |  |   - Ss work individually to answer teacher’s questions  - Teacher calls on some Ss to give their ideas.  - Teacher confirms and corrects. | | **GRAMMAR 1: THE FUTURE SIMPLE**  + Usage: to talk about future activities and to make predictions.  + Form: (+) S + will + V                 (-) S + will + not (won’t)                 (?) Will + S + V?      **GRAMMAR 2: POSSESSIVE PRONOUNS (REVIEW)**  **Example:**  THIS IS YOUR BICYCLE.  THAT BICYCLE IS HER BICYCLE. → HERS  + Let’s complete this table:   |  |  |  | | --- | --- | --- | | Personal pronouns | Possessive adjectives | Possessive pronouns | | I | my | mine | | You | your | yours | | We | our | ours | | They | their | theirs | | He | his | his | | She | her | hers | | It | its | its | | | |
| **3. Practice (20’)** | | | | |
| **\* Aims:**  - To help Ss use the right verb form to talk about future activities and make prediction  - To review possessive pronouns.  \* **Content:**  - Complete the sentences with will or won’t  - Rearrange the words and phrases to make sentences.  - Use the correct form of the verbs in brackets to complete the conversation  - Replace the underlined phrases with possessive pronouns  **\* Products:**  - Students talk about future activities and make prediction  - Students talk about possession using possessive pronoun | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 1: T – Ss, Ss, T - Ss**  - Teacher asks students to do the exercise individually and then compare their answers with a classmate.  - Ss do the task individually.  - Some Ss explain their choices.  - Teacher confirms the correct answers. | **Task 1: Complete the sentences with will or won’t. (Ex 1, p. 117)**  ***Answer key:***  1. won’t  2. will  3. will  4. won’t  5. Will | | | |
| **Task 2: T - Ss, Ss, T – Ss, in pairs**  - Teacher has students work individually to rearrange the words to make sentences.  - Ss do the task individually.   - Some Ss write their answer on the board.  - Teacher confirms the correct answers. | **Task 2: Rearrange the words and phrases to make sentences. (Ex 2, p. 117)**  ***Answer key:***  1. We will have driverless cars in 2030.  2. Cities won’t allow cars in 2050.  3. Will electric cars be popular?  4. We will use solar-powered buses soon.  5. Will we have enough parking places in ten years? | | | |
| **Task 3*:T- Ss, Ss***  - Teacher asks Ss to work in pairs to complete the conversation.  - Ss work in pairs to do the task.  - Teacher calls on Ss to read aloud the complete conversation.  - Teacher confirms the correct answers helps them to correct mistakes if needed. | **Task 3: Use the correct form of the verbs in brackets to complete the conversation. (Ex 3, p. 117)**  ***Suggested answers:***  1. will take  2. won’t have  3. Will ... have  4 . won’t drive  5. won’t be | | | |
| **Task 4: T - Ss**  - Teacher asks Ss to do the task individually to replace the underlined phrases with the correct possessive pronouns.  - Ss do the task individually and compare with their partners.  - Some Ss read aloud their answers on the board.  - Teacher confirms the correct answers. | **Task 4: Replace the underlined phrases with possessive pronouns. (Ex 5, p. 118)**  ***Suggested answers:***  1. theirs  2. mine  3. His  4. Yours  5. Ours | | | |
| **4. Production (8’)**  \* **Aim:**  - To help Ss practise talking about some future means of transport  – To help Ss learn reasoning skills by giving reasons for their choice.  \* **Content:** Students talk with their partner about the means of transport they will / won’t travel using pictures  **\* Products:** Students talk about the means of transport they will / won’t travel using pictures | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| **Task 5: T – Ss, pair work**  - Teacher asks Ss to work in pairs to describe the picture.  - SS work with their partners to do the task.  - Some pairs talk about their choices and reasons why they will / won’t use those means of travelling.  - Teacher listens to Ss to correct common errors after Ss finish speaking. | **Task 5: Look at the pictures and tell your partner if you will / won’t travel by these means of transport. Give reason(s). (Ex 4, p. 118)**  ***Suggested answers:***  - In picture 1, I can see a / an (electric) bus / coach.  I can see many people on this bus / coach. I think I will go to school by electric coach because it has no fumes, and it can carry many people at the same time.  - In picture 2, I can see a flying car. It is flying over a city. I think I will travel by flying car. It will be fun to fly in  one. I will be able to see the city below (or I can fly it when the roads are congested).  - In picture 3, I can see a ship. It has solar panels. I will travel on a solar-powered ship to visit some islands.  It will be comfortable / fun to travel by solar-powered ship.  - In picture 4, I can see a bamboo-copter. I will fly a bamboo-copter to work. It will be fun / fast. (or I won’t use a bamboo-copter to travel from one place to another. It will be dangerous. You might get hurt when it  is windy …).  - In picture 5, I can see a car with a lot of smoke behind it. I won’t go by car in the future. It pollutes the  environment. | | | |
| **5. Homework (2’)** | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Do the exercise in the workbook | | | |

Date of planning: 7 - 04 -2024

Date of Teaching **: 20 -04-2024**

Period: 90

**UNIT 11: TRAVELLING IN THE FUTURE**

**Lesson 4: Communication**

**I. Objectives**

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

**1. Knowledge**

- learn how to make predictions.

- 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. Personal qualities**

**:** - Develop self-study skills

- Raise students’ awareness of the need to learn languages.

**II. TEACHING AIDS**

**1. Teacher:**

- Lesson plan

- Grade 7 textbook, Unit 11, Communication

- Computer connected to the internet

- Pictures

- sachmem.vn

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

**III. PROCEDURES:**

|  |  |  |  |
| --- | --- | --- | --- |
| **1.Warm-up (5’)**  **\* Aim**:  - To revise the old lesson and introduce the new lesson.  \* **Content:**  **-** Chatting using The Future Simple or possessive pronouns.  **\* Products:**  - Ss make sentences using The Future Simple or possessive pronouns. | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| - Teacher checks Ss’ knowledge of the previous lessons by asking them to make sentences using The Future Simple or possessive pronouns.  - Ss think of a sentence individually.  - Teacher calls on some Ss to read aloud their sentences.  - Teacher confirms, corrects grammar and pronunciation if needed | | | **CHATTING:**  Ex: - I will go to school by electric car.  - There won’t be enough parking in the future. |
| **2. Presentation (10’)**  **\* Aim:**  - To introduce to Ss how to make predictions  - To help Ss learn more about what information they can discover when talking about a means  of transport  – To help Ss practise asking and answering questions about a future means of transport  \* **Content:**  - Listen and talk with their partner  - Give the new structure  - Complete the conversation  **\* Products:**  **-** Students practice the conversation with their parner  - Students complete the conversation | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| **Task 1:** T - Ss  - Teacher plays the record for SS to listen and read the conversation  - Ss listen and practice saying with their partners.  - Teacher calls some pairs to read aloud.  - Teacher corrects pronunciation if needed.  - Teacher asks Ss to pay attention to the highlighted parts and asks them some questions to elicit the new structure  - Ss 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 conversation. (Ex 1, p. 119)**  **Structure:  to make predictions**  - We certainly will/ won’t …  🡪 if you are sure about your predictions.  - It probably won’t/ will …  🡪 if you are not sure about your predictions. | | |
| **Task 2:**  - Teacher asks Ss to work in pairs to read the conversation and complete it with the questions and answers from  the box  - Ss do the task in pairs  - Teacher calls some Ss to give their answer and explain it.  - Teacher confirms the correct answers. | | **Task 2: Complete the conversation between Mark and Lan with the questions and answers from the box. (Ex 3, p, 119)**  ***Answer key***:  1. B  2. A  3. D  4. C | | |
| **3. Practice (20’)** | | | | |
| **\* Aims:**  - To help Ss practise making predictions.  - To help Ss practise asking and answering questions about which means of transport they  would like to use to travel to school;  – To help Ss be aware of what information they should use when asking about a means of  transport.  \* **Content:**  **-** Make the dialogue  - Talk about means of transport they would like to use to travel  **\* Products:**  **-** Students makes similar dialogues  - Students talk about means of transport they would like touse to travel | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 3:**  - Teacher has SS look at the situation in Ex 2 to make similar dialogue:  - Ss 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 3: Make similar conversation. (Ex 2, p. 119)**  **1. travelling long distances by hyperloop.**  **2. travelling to other planets for holidays.**  ***Suggested answers:***  Situation 1:  *A: Do you think we will travel long distances by hyperloop?*  *B: We certainly / probably will.*  *A: Will it allow us to travel to other planets?*  *B: It probably / certainly won’t.*  *Situation 2:*  *A: Do you think people will travel to other planets for their holidays?*  *B: They certainly / probably will.*  *A: Will holidays on other planets be expensive / interesting?*  *B: They certainly will (be).* | | | |
| **Task 4:**  - Teacher asks Ss to work in pairs to ask and answer questions about which means of transport they would like to use to travel to school.  - Ask them to use the example in 3.  - Elicit any other questions and answers they  can ask and answer about a means of transport.  - Ss work in pairs.  - Teacher invites some pairs to role-play, asking and answering the questions in front of the class  - Teacher confirms and corrects if needed. | **Task 4: Choose one means of transport below and make a similar conversation as in 3. (Ex 4, p. 119)**  https://lh6.googleusercontent.com/IvvGpgTpojJ1h_YmjhHB3jrg1AMrfwJTjcer-oYu0xd4Rb0TJvXez5lGxpqG4utGrw9l32tL1SzBz3jy9nbNJQZkxCQL3c8msRyWtNLmPOdkQ9dJVVEXSCvAROdzqA55US8yMdvZ5G3fhEg6tkCrcA  **Suggested answer:**  ( For the conversation about bamboo-copter, for example, T may guide Ss to ask questions )  1. So what means of transport will students use to go to school?  2. How many fans does it have?  3. How will it work?  4. What will it run on?  5. Why would you like to go to school by bamboo-copter?  ( For the Solowheel, T instructs Ss to ask similar questions) | | | |
| **4. Production (8’)**  \* **Aim:**  - To help Ss practise talking about which means of transport they would like to use to travel to  school  – To help Ss practise giving reasons  – To help Ss practise reporting.  \* **Content:**  **-** discuss which means of transport they would like to use to travel to  school  **\* Products:**  **-** Students talk about means of transport they would like to use to travel to school and give reasons. | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| **Task 5**:  - Teacher asks Ss to work in group to discuss which means of transport they would like to use to travel to school  - Ss work in groups to take notes several means of transport for Ss to think of such as a bamboo-copter, a solowheel , a scooter or a bicycle and reasons for them to use:  - Teacher goes round the class to monitor and give support if necessary.  - Ss from each group present their ideas to the class.  - Teacher comments on their clarify, language, fluency, grammar, etc. | **Task 5**: **Choose one means of transport that you would like to use to travel to school. Give reasons. (Ex 5, p. 119)**  - It is safe / fast / green / fun / economical / convenient.  - It doesn’t cause noise or pollution.  - It doesn’t make fumes.  - It doesn’t pollute the environment.  Ex: - I will go to school by electric motorbibe because it is fast and it doesn’t make fumes. | | | |
| **5. Homework (2’)** | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Do homework in the workbook  - Make sentences to talk about means of transport they would like to use to go to school and give reasons | | | |

Date of planning: 18/4/2024

Date of teaching: 21/4/2024

UNIT 11: TRAVELLING IN THE FUTURE

Period 91:**Lesson 5: Skills 1**

**I. OBJECTIVES**

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

**1. Knowledge**

+ Reading: - read for general and specific information about a future car.

+ Speaking: -talk about why a means of transport will / won’t be popular

**2. Competences:**

- Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Attitude:** Be benevolent and responsible

**II. Teaching and learning resources:**

- Grade 7 textbook, Unit 11, Skills 1, computer connected to the internet , TV

- sachmem.vn

**III. Procedures**

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| **ACTIVITY 1 – WARM – UP & INTRODUCTION (5’)**  **a) Aims:**  - To introduce the topic of reading.  - To enhance students’ skills of cooperating with team mates.  - To lead in the lesson about Skills 1.  b) Contents: Play the game “Networking”  **c) Products:** Suggested answers  **d) Teaching steps:** | |
| **Teacher’s and students’ activities** | **Content** |
| \* Teacher asks Ss to think of the forms of transport they have used and any that they would like to experience.  \*\* Ss in groups to share.  \*\*\* Teacher calls on groups to see how many different forms of transport they can list. The group which has more corrects ones will be the winner.  \*\*\*\* Teacher confirms and corrects.  -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 a kind of means of transport.” | **Game: NETWORKING**  **FORMS OF TRANSPORT**  **Suggested answers:**  tank, hot-air balloon, helicopter, yacht, bicycle, horse and carriage, RollsRoyce, hang glider, mule, double – decker bus, elephant, spaceship, etc. |

**ACTIVITY 2 – READING (10’)**

**a) Aims:**

- To lead in the reading skills.

- To provide students with some lexical items before reading the text.

**b) Contents:**

-

- Work in pairs. Discuss the following questions.

- Read Phong’s blog. Match the underlined words in the text with their meanings.

**c) Products:**

- Lists of vocabularies

- Answer key

**d) Teaching steps:**

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| **Teacher’s and students’ activities** | **Content** |
| **Pre-reading**  \*-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.  Concept check: Rub out and Remember | **READING**  **\* Vocabulary**  a. (to) charge [ visual + explanation]    b. passenger (n) [ visual + explanation]    c. economical (a) [ visual + explanation]    d. autopilot (adj, n) [ visual + explanation]    e. function (n) [ visual + explanation]    f. (to) run on [ visual + explanation]    **\* BRAINSTORMING:**  **Task 1. Look at the picture and find the words or phrases to describe it. (Ex 1, p. 120)**    **Suggested answer:**  The car: convenient, safe, comfortable, modern, automatic, automated, autopilot, etc.  The driver: relaxing / isn’t driving, etc. |
| **While -reading (20’)**  **a) Aims:**  - To improve Ss’ skills of reading for the general idea.  - To improve Ss’ skills of reading for details.  - To check students’ reading comprehension.  - To enable Ss to ask and answer questions about a car company  **b) Contents:**  - Read the passage and answer the question.  - Read the passage again and complete the fact file with no more than two words or a number.  - Retelling  - Look at the fact file in 3 then ask and answer questions about it.  **c) Products:**  - Answer key | |
| **Teacher’s and students’ activities** | **Content** |
| \* Teacher tells Ss to read the text quickly and find out the main idea of the paragraph individually.  \*\* Ss work independently to read.  \*\*\* Some Ss read out their answer and explain their choices.  \*\*\*\* Teacher confirms, corrects, and explains that B and C are just facts.  \* Teacher tells Ss that they are going to read to passage again to complete the table about the company and its car. Teacher also reminds Ss to look at the information on the left first before doing the task to guess what types of information they need to scan.  \*\* Ss work independently to do the task.  \*\*\* Teacher calls on some Ss to give their answers and points out where they can find the information.  \*\*\*\* Teacher corrects and confirms.  \* Teacher asks Ss to close their books and just look at the table in task 2 to retell what they have read about “Roadrunner”.  \*\* Ss work on pairs, take turns to retell.  \*\*\* Some Ss retell all the information about “Roadrunner”.  \*\*\*\* Teacher listens and corrects if needed  \* Teacher asks Ss to work in pairs to look at the table once more times to make questions about Roadrunner and its car based on the fact file in 3.  \*\* Ss work in pairs to make questions, then answer these questions.  \*\*\* Teacher calls on some pairs to role – play it in front of the class.  \*\*\*\* Teacher corrects Ss’ grammar and pronunciation mistakes if needed. | **Task 2: Read the passage and answer the question. (Ex 2, p. 120)**  ***Answer key:* A**  **Task 3: Read the passage again and complete the fact file with no more than two words or a number. (Ex 3, p. 120)**  ***Answer key:***  **\* Retelling** |
| **Activity 3: speaking** | |
|  | **Task 4: Look at the fact file in 3 then ask and answer questions about it. (Ex 4, p. 120)**  **Suggested questions:**  *\* When was Speed introduced? / When did they introduce Speed?*  *• What do you know about Safety? / What is special about Safety?*  *• What functions do these models have?*  *• What do these models run on?*  *• What can passengers do when they are travelling in the car?* |
| **ACTIVITY 4 – Post- task (7’)**  **a) Aims:**  **-** To help Ss practise reasoning skill  **b) Contents:**  - Discuss why Roadrunner’s cars will or won’t become popular in the near future. Report your reasons to the class.  **c) Products:**  - Ss’ reports | |
| **Teacher’s and students’ activities** | **Content** |
| \* Teacher writes on the board: “Why Roadrunner’s cars will or won’t become popular in the near future?” and asks Ss to work in groups to discuss it.  \*\* Ss work in groups to do the task. Teacher goes around to help them if needed.  \*\*\* Teacher invites one representative of each group to report the answers of their own group to the class | **Task 5: Discuss why Roadrunner’s cars will or won’t become popular in the near future. Report your reasons to the class. (Ex 5, p. 120)**  **Suggested answers:**  + Roadrunner’s cars will become popular in the near future, because they are fast / safe / comfortable /  modern.  + Roadrunner’s cars run on electricity, so they are eco-friendly / green / they do not pollute the  environment.  + Roadrunner’s cars have an autopilot function, so they are very comfortable and modern |

**IV. WRAP-UP & HOMEWORK (3’)**

- Teacher has Ss summarise what they have learnt in the lesson with the two skills.

* read for general and specific information about a future car.
* talk about why a means of transport will / won’t be popular

- Teacher asks Ss to make a conversation, video and upload on given drive link.

- Teacher asks Ss to prepare the next lesson “Unit 11 – Skills 2”

**V. FEEDBACK**

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Date of planning: 18/4/2024

Date of teaching: 24/4/2024

UNIT 11: TRAVELLING IN THE FUTURE

Period 92: **LESSON 6*: SKILL 2***

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

**1. Knowledge**

**+** Listening: listen for general and specific information about some future means of transport;

+ Writing: write about the advantages of a future means of transport.

**2. Competences:**

Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Attitude:** Be benevolent and responsible

**II. Teaching and learning resources:**

* Grade 7 textbook, Unit 11, Skills 2, computer connected to the internet
* sachmem.vn

**III. Procedures**

UNIT 11: TRAVELLING IN THE FUTURE

Period ....: **LESSON 6*: SKILL 2***

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

**1. Knowledge**

**+** Listening: listen for general and specific information about some future means of transport;

+ Writing: write about the advantages of a future means of transport.

**2. Competences:**

Develop communication skills

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Attitude:** Be benevolent and responsible

**II. Teaching and learning resources:**

* Grade 7 textbook, Unit 11, Skills 2, computer connected to the internet
* sachmem.vn

**III. Procedures**

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| **1. WARM- UP ( 4’)**  **Aim:**  To prepare Ss for the listening by focusing them on some words / phrases  To introduce the new lesson. | |
| **Teacher’s and students’ activities** | **Contents** |
| **-**Teacher asks Ss to look at the words or phrases in Ex 1 (p. 121) and think of which ones are used to describe the future means of the transport.  -Ss thinks of it individually, then discuss with their partners. Teacher encourages Ss to give reasons for their answers.  -Teacher calls some students to give their answers.  - Teacher listens and give comments.  Teacher introduces students the content of the lesson: *“In the lesson today, we are going to listen to a talk between Mr. Ha and his students about future means of transport.*” | **DISCUSSION** |
| **2. PRE-LISTENING( 3 mins)**  **A. Activity 1**  **Aim:** To provide students with some lexical items before listening the text  To activate Ss’ knowledge of the topic of the listening text | |
| **Vocabulary**   * Teacher introduces the vocabulary by:   + Providing the pictures of the words.  + Providing the definition of the words.  Concept check: Rub out and Remember | **UNIT 11: TRAVELLING IN THE FUTURE**  **LESSON 6*: SKILL 2***  1. bullet train (n) /ˈbʊl.ɪt ˌtreɪn/: tàu cao tốc    2. (to) use up /juz up/: sử dụng hết    3. comfortable (a) /ˈkʌm.fə.tə.bəl/: thoải mái |
| **3. WHILE-LISTENING (**10 mins)  **B. Activity 2**  **Aim:** To improve Ss’ skills of listening for general information | |
| **-** Teacher asks Ss to guess how many means of transport they are talking about before listening.  -Ss do the task individually to guess. Then teacher plays the recording once for Ss to listen and circle the correct answer.  -After listening once, T calls on some Ss to give their answer.  -Teacher plays the recording again and confirms the correct answer. | **2. Listen to a talk between Mr Ha and his students. How many means of transport are they talking about? Circle the correct answer. (Ex 2, p. 121 - cont)**  *Answer key: C* |
| **C. Activity 3**  **Aim:** To improve Ss’ listening comprehension and note taking skills | |
| -Teacher asks Ss to read the sentences and to predict the words they need to fill in each blank.  - Ss works in pairs to do the task. Then teacher plays the recording for Ss to listen and fill in the blank.  -Teacher calls on some Ss to give theirs answers and writes them on the board.  -Teacher plays the recording again as many times as needed for Ss to check their answers and clearly understand the conversation. | **3. Listen to the talk again and complete each sentence with ONE word. (Ex 3, p. 121)**  ***Answer key:***  1. accidents  2. autopilot  3. expensive  4. Bamboo-copters  5. eco-friendly |
| **4. POST -LISTENING(**10 mins)  **Aim:** To check Ss’ memory about what they have listened | |
| Teacher asks to look at these statements, read, and decide them are True or False without listening again.  - Ss do the task individually.  -Teacher calls on some Ss to check.  - Teacher confirms the correct answers.  **Answer keys:**  1. F  2. F  3. T  4. T  5. F | **3. True or False statements.**   |  |  |  | | --- | --- | --- | | **Statements** | **True** | **False** | | 1. Tom thinks that bullet trains will be the fastest transport in the future. |  | **√** | | 2. Lan said that SkyTrans would not use up much space. |  | √ | | 3. It may be too expensive for students to use SkyTrans | √ |  | | 4. Students will use bamboo – copters to fly to school. | √ |  | | 5. Lan thinks solar – power ships will be eco- friendly and uncomfortable. |  | √ | |
| **5. PRE-WRITING (**7mins)  **D. Activity 4**  **Aim:** To prepare Ss for the writing activity | |
| **-** Teacher asks Ss to choose a future means of transport in Ex 3 and discuss with their partner by ticking the boxes or add as many words/ phrases as possible.  **-** Ss do the task in pairs.  **-** Teacher calls on some Ss to read out loud and encourages Ss to make sentences with the words/ phrases.  **-** Teacher corrects and confirms. | **4. Choose one future means of transport in 3 and tick the words and phrases that describe its advantages. Can you add more words and phrases? (Ex 4, p. 121)**    **Suggested answers:** economical, carrying many passengers, avoiding traffic jams, having an autopilot function, driverless, etc. |
| **6. WHILE-WRITING (**10mins)  **E. Activity 5**  **Aim:** To help Ss practise writing. | |
| Teacher tells Ss that they are going to write about the advantages of the means of transport they ‘ve chosen. Teacher reminds them to start their writing as shown below.  -Ss do the task independently. | **- 5. Write a paragraph of about 70 words about the advantages of the means of transport you’ve chosen. (Ex 5, p. 121)** |
| **7. Post-Writing and Listening(**5 mins)  **Aim:** To peer check, cross check and final check students’ writing | |
| **-**Teacher asks Ss to share their writing with their partners. Then, call on some Ss to show their writing in front of the class.  - Teacher checks ideas, grammar, vocabulary and gives comments. | **Class gallery** |

**8. HOMEWORK (3’)**

- Rewrite the diary on your notebook.

- Learn all the new words by heart.

- Prepare lesson 7 Unit 11 ( Looking back & project)*.*

Date of planning: 18/4/2024

Date of teaching: 27/4/2024

UNIT 11: TRAVELLING IN THE FUTURE

Period 93 : **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 11
* 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. Attitude :** - Be benevolent and responsible

- Develop self-study skills

**II. Teaching and learning resources:**

* Grade 7 textbook, Unit 11, Looking back & Project
* Computer connected to the Internet, TV/ Pictures, sachmem.vn

**III. Procedures**

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| **ACTIVITY 1 – WARM – UP & INTRODUCTION (5’)**  **a) Aims:**  - To help students revise the vocabulary items they have learnt in the unit.  - To enhance students’ skills of cooperating with team mates.  **b) Contents:** Play the game “*Brainstorming”*  **c) Products:** Means of transport  **d) Teaching steps:** | |
| **Teacher’s and students’ activities** | **Content** |
| \* Teacher divides the board, and divides the class into 2 teams.  \*\* Members of each team take turns and write as many types of festivals 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. | ***Brainstorming*** |

**ACTIVITY 2 – PRESENTATION (5’)**

**a) Aims:**

- To revise the language focus that students have learnt in Unit 11

**b) Content:** Complete the chart about language learnt in Unit 11

**c) Products:** the chart about language learnt in Unit 11

**d) Teaching steps:**

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| **Teacher’s and students’ activities** | **Content** |
| \*Teacher shows an unfinished chart which summarizes the language that students have learnt in Units 11   * Teacher asks Ss to complete the chart individually.   ***\*\****Ss do the task and complete the chart  \*\*\*Teacher calls some Ss share their answers.  - Ss give their answers  ***\*\*\*\**** Teacher checks and corrects | **I – LOOKING BACK** |

**ACTIVITY 3 – PRACTICE (15’)**

**a) Aims:**

- To help Ss revise the learnt vocabulary.

– To help Ss use the right adjectives / phrases to describe the appropriate means of transport.

- To help Ss review the words / phrases about music and arts used in the context of a passage;

– To give Ss some information of the Louvre Museum - the world’s largest art museum.

**b) Contents:**

- Write three adjectives or phrases to describe each picture.

- Complete the sentences with the words and phrases from the box.

- Find one mistake in each sentence and correct it.

*-* Read the passage and put the verbs in brackets in the correct future form.

**c) Products:**

- Answer key

**d) Teaching steps:**

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| --- | --- |
| **Teacher’s and students’ activities** | **Content** |
| \* Teacher asks Ss to work individually to look at the three pictures and think of the words or phrases they have learnt to describe means of transport.  \*\* Ss do the task independently.  \*\*\* Teacher asks for Ss’ answers.  \*\*\*\* Teacher confirms the correct ones  \* Teacher has Ss work individually to put the right words / phrases into the correct blanks.  \*\* Ss do this activity individually, then compare their answers with their partners.  \*\*\* Teacher asks for some Ss to read aloud the sentences.  \*\*\*\* Teacher confirms the correct answer.  \* Teacher asks Ss to find one mistake in each sentence and correct it  \*\* Ss do the exercise individually and swap with their partners.  \*\*\* Teacher calls some Ss to check their answers.  \*\*\*\* Teacher confirms the correct answer.  \* Teacher asks Ss to put the verbs in brackets in the correct form  \*\* Ss work individually to do the task.  \*\*\* Teacher calls 1- 2 Ss to read out the passage.  \*\*\*\* Teacher checks and confirms their answers. | **VOCABULARY**  **Task 1: Write three adjectives or phrases to describe each picture. (Ex. 1, p. 122)**    **Answer keys:**  1. fast, green, carrying many passengers  2. fast, convenient, autopilot function  3. electric, green, convenient  **Task 2: Complete the sentences with the words and phrases from the box. (Ex. 2, p. 122)**  **Answer keys:**  1. eco-friendly  2. runs on  3. bamboo-copter  4. driverless  5. Bullet trains  **GRAMMAR**  **Task 3: Find one mistake in each sentence and correct it. (Ex. 3, p. 122)**  **Answer keys:**  1. Her → Hers  2. Our → Ours  3. My → Mine  4. its → his  5. yours → your  **Task 4: Read the passage and put the verbs in brackets in the correct future form. (Ex 4, p. 122)**  **Answer keys:**  1. will travel  2. won’t go  3. will need  4. won’t carry  5. Will … come |

**ACTIVITY 4 – PRODUCTION (13’)**

**a) Aims:**

- To allow students to apply what they have learnt (vocabulary and grammar) into practice through a project.

- To develop teamwork skills

- To give students authentic practice in using target language

**b) Contents:**

- Posters exhibition

**c) Products:**

- Ss’ posters

**d) Teaching steps:**

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| **Teacher’s and students’ activities** | **Content** |
| \* Teacher asks Ss to look at the picture and imagine a future means of transport they would like to see in the future. Teacher tells SS that they can draw pictures or pin the pictures or photos on A0 paper to illustrate their ideas.  \*\* Ss do the task in group. Teacher goes around to help if necessary and check their progress.  \*\*\* Teacher calls some groups to present their poster to the class  \*\*\*\* Ss in other groups comment. Teacher confirms and corrects. | **PROJECT**  **Our future means of transport** |

**IV. WRAP-UP & HOMEWORK (2’)**

- Teacher asks students to talk about what they have learnt in the lesson.

- Prepare for the next lesson: Unit 12 – Lesson 1. Getting started.

**V. FEEDBACK**

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