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

Date of planning: 20 -12 -2024

Date of teaching: 24- 12-2024

Period 49 : **REVIEW 2 :** Language

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

**1. Knowledge:**

*a. Vocabulary*: - revise words related to music and arts; food and drinks; to school facilities and school activities

- revise pronouncing the sounds /ʃ/, /ʒ/, /ɒ/, /ɔ:/, /tʃ/ and /dʒ/ correctly

*b. Grammar*

- revise the use of comparisons; *some, a lot of, lots of;* prepositions of time and place;

- express preferences;

- ask and answer about prices;

- ask for details.

**2. Competences:**

- Develop communication skills and cultural awareness

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

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

**II. TEACHING AIDS:**

- Grade 7 textbook, Review 2 - Language

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

- sachmem.vn

**III. PROCEDURES:**

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| **Contents** | | | **Teachers and Students ‘ activities** |
| **1. WARM UP (5 minutes)**  **Aim:** To lead in the lesson. | | | |
| **GAME: FINDING KEYWORDS**   |  |  | | --- | --- | |  |  |   **Set 1: MUSIC & ARTS**    **Set 2: FOOD & DRINKS**    **Set 3: SCHOOL FACILITIES** | - Teacher shows 3 sets of pictures (taken from lessons of Units 4-5-6) and asks students to find a keyword for each set of pictures.  -Students raise hands to answer.  -Teacher and students discuss the answers.  -Teacher checks the answers as a class. | | |
| **2. PRACTICE : 7 minutes**  **ACTIVITY 1 PRONUNCIATION**  **Aim** To help students review the pronunciation of the sounds learnt in Units 4 - 6. | | | |
| **1: Circle the word in which the underlined part is pronounced differently. Then listen, check and repeat.** *(Ex 1, p. 70)*  ***Answer key:***  1. D  2. B  3. C  4. B  5. C | -Teacher writes the sounds /ʃ/ and /ʒ/, /ɒ/ and /ɔ:/, /tʃ/ and /dʒ/on the board.  - Teacher writes one word containing the sound below each of them.  - Teacher asks students to read the words aloud.  - Students do the task by reading aloud each group and circling the odd one out.  - Teacher can invite some pairs of students to read aloud.  - Teacher checks students’ pronunciation and gives feedback. | | |
| **ACTIVITY 2 VOCABULARY (12 minutes)**  **Aim:** To help students review the phrases taught in Unit 4-6 and use them in different contexts. | | | |
| **2: Match a word in A with a word/ phrases in B. Then complete the sentences with the appropriate phrases.** *(Ex 2, p. 70)*  ***Answer key:***  1. e 2. d 3. a 4. b 5. C  1. play the guitar  2. need some apples  3. perform a classical concert  4. drink juice  5.pass an entrance exam | **-** Teacher asks Ss to read the verbs in A and match them with the nouns in B. Remind ss that they have learnt these phrases in the previous three units. Make sure they remember their meanings.  -Students do this exercise individually.  - Teacher allows students to share their answers in pairs before discussing as a class.  - Teacher checks the answers as a class and gives feedback. | | |
| **Aim:** To help students identify the words through different context. | | | |
| **3: Underline the correct word to complete the sentences.** *(Ex 3. p. 70)*  ***Answer key:***  1. composers  2. apples  3. concert  4. gifted  5. entrance | **-**Teacher asks students to work individually to choose the correct words and complete the sentences.  -Students work individually to complete the task.  -Teacher allows students to share answers with a partner before discussing as a class.  - Teacher asks students to say the sentences aloud and makes sure they pronounce the words and phrases correctly. Teacher can ask for translation to check their understanding. | | |
| **ACTIVITY 4 : GRAMMAR (15 minutes)**  **Aim:** To help students review grammar elements taught in Unit 5: *How much, How many, some, a lot of.* | | | |
| **4: Complete the passages about camping. Use the words and phrases from the box.** *(Ex 4, p.70)*  ***Answer key:***  1. How much  2. How many  3. a lot of  4. much  5. some  6. many | | -Teacher asks students to work independently to fill in the blanks with the correct words from the box.  -Students work individually to complete the task.  - Teacher allows students to share answers before discussing as a class.  -Teacher asks students to say the sentences aloud and makes sure they pronounce the words and phrases correctly. Teacher can ask for translation to check their understanding. | |
| **Aim :** To help students review grammar elements taught in Unit 4: *more … than, different from, not as … as, the same as.* | | | |
| **5: Complete the second sentence, using the words in blankets .** *(Ex 5, p. 70)*  ***Answer key:***  1. I think rock and roll is more exciting than classical music.  2. The poster in the gallery is not different from the one in my house.  3. A ticket to the theatre is not as expensive as I expected.  4. The painting in the museum is like the painting in the gallery. | | -Teacher gives a brief revision of *more … than, different from, not as … as, the same as* then asks students to do the task individually.  - Students do the task individually.  -Teacher allows students to share answers before discussing as a class.  -Teacher asks students to say the sentences aloud and makes sure they pronounce the words and phrases correctly. Teacher can ask for translation to check their understanding. | |
| **4. CONSOLIDATION : 3’**  **Aim :** To consolidate what students have learnt in the lesson. | | | |
|  | | | Teacher asks students to talk about what they have learnt in the lesson. |
| **5. HOMEWORK : 3’**  **Aim:** To revise what they have learnt.. | | | |
| **-**Review the use of *How much, How many, some, a lot of, more … than, different from, not as … as, the same as.*  -Do Test yourself, Exercises 1,2,3,4,5 p 49,50 in workbook.  - Prepare for Review 2 – Skills. | | | Teacher guides Ss to prepare homework  . |

Date of planning: 20/12/2024 **REVIEW 2**

Date of teaching: 25/ 12/2024 Period 50 : Skills

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

**1. Knowledge:**

*a. Vocabulary:* - revise words related to music and arts; food and drinks; to school facilities and school activities

*b. Grammar*: - practice reading for specific information about one’s favourite kind of music;

- practice talking about a visit to a lower secondary school;

- practice listening for specific information about a meal at a restaurant;

- practice writing a paragraph about a meal at a restaurant.

**2. Competences:**

- Develop communication skills and cultural awareness

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Qualities:**

* Help Ss Be more creative when doing Exercises and develop self-study skills

**II. TEACHING AIDS:**

-- Grade 7 textbook, Review 2 - Skills

- Computer connected to TV/ pictures and cards

**III. PROCEDURES:**

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| --- | --- | --- |
| **Contents** | **Teachers and Students ‘ activities** | |
| **1. WARM UP (3 minutes)**  **Aim:** To lead in the lesson. | | |
| **WHAT KIND OF MUSIC?**  1. Country music  2. Classical music  3. Rock music  4. Hip hop music  5. Pop music | **-**Teacher lets Ss listen to some pieces of music and asks students to discuss what types of music they are.  - Students raise hands to answer.  - Teacher and students discuss the answers.  - Teacher checks the answers as a class. | |
| **2.PRACTICE : 7 minutes**  **A. ACTIVITY 1 READING (7 minutes)**  **Aim** To help students practise reading specific information. | | |
| **1: Choose the appropriate option (A, B, OR C) to fill in each gap of the paragraph.** *(Ex 1, p. 71)*  ***Answer key:***  1. C 2. A 3. B 4. C 5. A | -Teacher has Ss read the paragraph carefully and decides which option goes with which gap.  - Students read the text fully and choose the correct answers.  - Teacher asks students how they can choose the option.  -Teacher confirms the answers as a class. | |
| **B. ACTIVITY 2 SPEAKING (7 minutes)**  **Aim:** To help students practise asking and answering about a visit to a lower secondary school. | | |
| **2: Work in pairs. Imagine you have just visited a lower secondary school. Ask and answer the question, using the suggestions.** *(Ex 2, p. 71)*  1. Where is the school ?  2. How many teachers and students are there?  3. What are school facilities ?  4. What school outdoor activities do students do? | - Teacher asks students to imagine that they have just visited a lower secondary school so that they can form their own ideas  Let Ss read the questions to focus on the information they are going to answer.  - Students work in pairs, asking and answering the provided questions.  - Teacher calls on some pairs to report their answers for the class. Each pair may answer just one question to allow room for more pairs.  -Teacher checks the answers and adds more information if necessary.-Teacher checks the answers and add more information if necessary | |
| **C. ACTIVITY 3 : LISTENING 10’**  **Aim:** - To help students practise listening for specific information.  To help students practise listening for specific information. | | |
| **3: Listen to a man talking bout his meal at a restaurant and tick the adjectivesyou hear.** *(Ex 3, p. 71)*  ***Answer key:*** 1, 2, 4 | -Teacher allows Ss some time to read the words/adjectives. Check if the words/adjectives are new or not. Check comprehension, if necessary.  Play the recording once.  -Students listen and do the task.  -Teacher allows students to share answers before discussing as a class.  - Teacher invites one student to read the words /  adjectives they have ticked | |
| **Aim:** To help students practise listening for specific information. | | |
| **4: Listen again and fill in each gap with one word.** *(Ex 4, p. 71)*  Starter: *salad*  main dish: *fish*  dessert: *vegetables*  drink: *juice* | - Teacher has Ss read the table. Draw their attention to the meanings of the words:  Play the recording once or twice for the ss to complete the table.  - Students listen and do the task.  - Teacher allows students to share answers with their partners before discussing as a class.  -Teacher invites one student to read the words they have filled in. | |
| **D. ACTIVITY 4 : WRITING (10 minutes)**  **Aim:** To help students practise writing a paragraph about a meal in a restaurant. | | |
| **5: Write a paragraph of about 60 words about a meal you had at a restaurant.** *(Ex 5, p. 71)*  ***Suggested paragraph:***  *Last weekend, my parents and I had a meal at a small restaurant in the centre of town. For a starter, I had a salad. It was fresh. My main dish included rice, beef, and vegetables. The beef was tasty, and the vegetables were fresh. For dessert, I had a big ice cream. Then I drank a glass of orange juice with ice. The meal was great.* | | -Teacher asks students to read the instructions and allow them some time to read the first sentence of the paragraph to think about the information they need to write.  -Students do the task individually.  -Teacher goes around and checks if they are doing the task correctly and offers help if needed.  - Teacher calls one or two volunteers to read aloud the paragraphs. Call for others’ comments. |
| **4. CONSALIDATION (5 minutes)**  **Aim:** To consolidate what students have learnt in the lesson. | | |
|  | | Teacher asks students to talk about what they have learnt in the lesson. |
| **5. HOMEWORK: 3’**  **Aim:** To revise what they have learnt. | | |
| - Do Test yourself 2 in workbook .  - Review Unit 1 to Unit 6 | | Teacher guides Ss to prepare homework |

\*Checking :

Date of planning: 23 -12 -2024

Date of teaching: 27- 12-2024

Period 51:  **REVISION FOR THE FIRST-TERM TEST**

**I. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson, students can:

Review the language they have studied and the skills they havepracticed

**a. Pronunciation**

- Sounds: /ɜː/and /ə/, /t/, /d/ and /id/; /ʃ/ and /ʒ/; /ɒ/ and /ɔ:/; /tʃ/ and /dʒ/

**b. Grammar:**

**-** Tenses: present simple tense, past simple tense.

- Verbs of liking and disliking + V-ing : Ex: like, love, enjoy, hate, dislike+ V-ing

- Modal verbs: should, can+ V

- Comparisons: like, different from, (not) as… as

- some, any, a lot of, lots of,

- How many/ How much…?

* Prepositions of time and place (in, on, at)

**c.** **Vocabulary about:**

- My Hobbies, Verbs of liking and disliking - Healthy activities, healthy problems

- Community activities - Music and art

- Food and drink - School, school facilities and school activities

**2. Competences:**  independent working, linguistic competence, cooperative learning and communicative competence.

**3. Qualities:** Students will be more responsible for and more aware of studying harder.

**II. TEACHING AIDS**

**1. Materials:** Textbooks, plan

**2. Equipment:** computer accessed to the Internet, projector, papers of revision

**III. PROCEDURE**

**1. Checking:** During the lesson

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **The main contents** |
| **1. Warm up**  **Aim:** To warm up the class | |
| - Ask students to name some kinds of robots.  - What can robots do in the future? |  |
| **2. Revision**  **Aim:** Help Ss know how to review for the first end- term exam | |
| T limits the topics of listening skill  And asks Ss to retell the type of listening comprehension  T gives feedback and remarks  T asks Ss to do the exercise | **PART 1: LISTENING**  **Listen to a dialogue/monologue for 1.5 minutes (about 80-100 words) to answer questions related to the topics studied.**  - Listen and complete the sentence (by Choosing A, B, C or D.)  - Listen and answer the questions by Choosing A,B,C or D  - Listen and check True or False  **Exercises: A. Listening - Skills 2**  **PART 2: LANGUAGE FOCUS**  **1. Pronunciation**  - Sounds: /ɜː/and /ə/, /t/,/d/ and /id/; /ʃ/ and /ʒ/; /ɒ/ and /ɔ:/; /tʃ/ and /dʒ/  **Exercises:** E1/ 38 & 70 SGK; E1/24 & 49 SBT  **2. Grammar:**  **-** Tenses: present simple tense, past simple tense.  - Verbs of liking and disliking + V-ing  - Modal verbs: should, can  - Comparisons: like, different from, (not) as… as  - a lot of, lots of,  - How many/ How much   * Prepositions of time and place   3. **Vocabulary about:**  - My Hobbies, Verbs of liking and disliking - Healthy activities, healthy problems  - Community activities  - Music and art  - food and drink  - School, school facilities and school activities  **Exercises** |
| **II. Choose the best answer to complete the sentences.**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1. | \_\_\_\_\_\_\_\_ bottles of milk does your family need for a week? | | | | |  | A. How far | B. How often | C. How many | D. How much | | 2. | In order to make the broth, we need to \_\_\_\_\_ all ingredients in water patiently. | | | | |  | A. roast | B. stew | C. toast | D. fried | | 3 | - Did you enjoy the play?  - Yes. It was \_\_\_\_\_\_\_\_ from the previous version. | | | | |  | A. same | B. like | C. different | D. similar | | 4. | The school year usually starts \_\_\_\_\_\_ September 5th  and finish \_\_\_\_\_\_\_\_May. | | | | |  | A. in /in | B. in /on | C. on /in | D. on /on | | 5. | These art collections are being displayed at the national \_\_\_\_\_\_\_\_\_\_. | | | | |  | A. cinema | B. exhibition | C. theatre | D. temple | | 6. | Children \_\_\_\_\_\_\_\_\_\_\_\_\_ plastic bottles for recycling last week. | | | | |  | A. collect | B. collects | C. collecting | D. collected | | 7. | It is \_\_\_\_\_\_\_\_\_\_to eat a lot of sweetened food and drinks. | | | | |  | A. health | B. healthy | C. unhealthy | D. healthful | | 8. | \_\_\_\_\_\_\_\_\_\_ are not good for your health. | | | | |  | A. fish | B. meat | C. vegetables | D. soft drinks | | 9. | Some people like going to \_\_\_\_\_\_\_\_\_\_ concerts or listening to an orchestra. | | | | |  | A. classic | B. class | C. classical | D. classically | | 10. | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_milk do you drink every day? | | | | |  | A. How much | B. How many | C. How often | D. How about | | 11. | In England, school usually start\_\_\_\_\_\_\_ 9 a.m. | | | | |  | A. in | B. on | C. at | D. during | | 12. | My sister hates \_\_\_\_\_\_\_\_\_\_\_\_\_ computer games. | | | | |  | A. play | B. playing | C. plays | D. played | | 13 | Would you like to have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ apple juice? | | | | |  | A. some | B. lots | C. a lot | D. many | | 14 | Last month, our class participated in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ funds for Vu. | | | | |  | A. raising | B. making | C. gathering | D. taking | | 15 | My classroom is \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the second floor. | | | | |  | A. in | B. on | C. at | D. of | | 16 | Trinh Cong Son is one of Viet Nam’s greatest \_\_\_\_\_\_\_ | | | | |  | A. scientists | B. directors | C. composers | D. painters | | 17 | I think classical music is not as exciting \_\_\_\_\_\_\_ rock and roll. | | | | |  | A. as | B. like | C. from | D. than | | 18. | Which part of the sentence is the underlined part?  We should do physical exercise every day. | | | | |  | A. Subject | B. Verb | C. Object | D. Adverb | | 19 | What \_\_\_\_\_do I need to cook an omelette? | | | | |  | A. food | B. material | C. menu | D. ingredients | | 20 | Which is the best advice for the following health problem:  **Hoa has chapped lips** | | | | |  | A. She should use lip balm. | | C. She should eat much fast food. | | |  | B. She shouldn’t drink much water. | | D. She should eat more sweets. | | | |
| T limits the topics of reading skill  And asks Ss to retell the type of reading comprehension  T gives feedback and remarks  T guides Ss to review writing skill  Ss listen  T guides Ss to do exercises | **PART 3: READING**  **Read the passage about topics:** Music and art (unit 4); food and drink (unit 5); school (unit 6);  **1. Cloze test**  Understand reading passages of about 80-100 words on learned topics.  **2. Reading comprehension**  Understand the main content and detailed content of the text with a length of about 100-120 words, revolving around the topics included in the program.  **Exercises: Skills 1-A. Reading; D1,2,3 SBT**  **PART IV. WRITING**  I. Find out and correct the mistake  II. Rewrite the sentences without changing the meaning, using given words.  (Using above grammar points to rewrite)  III. Write complete sentences to make the meaningful sentences. |
| **III. Find out and correct the mistake in each sentence**  **1.** The English summer (A) course will (B) start in June 2nd (C) and finish in August (D).  2. There is (A)some (B) tofu, but there isn’t (C)any sandwiches(D).  **3.** How much **(A)** sandwiches do **(B)** you want to buy **(C)**? – Just **(D)** two.  4. The (A) price of food is (B) not as low than (C) it was (D) last summer.  5. Although (A)this motorbike is more expensive (B)as (C) that one, many people prefer to buy (D) it.  **IV. Rewrite the sentences without changing the meaning, using given words.**  1. The Louvre in Paris is the largest art museum in the world.  🡪 No other art museum in the world is as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  2. Our Maths homework is more difficult than our history homework.  🡪 Our history homework is not\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. I'd like to know the price of a kilo of beef.  I asked: "How \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?”  4. Collecting stamps of different countries in the world is one of Jane's interests.  Jane is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  5. Raising funds for poor children is one thing you may do.  ->You might\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  6. We avoid sweetened food. We avoid soft drinks. **(and)**  🡪We avoid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  7. This film is not like the others: It is educational and informative. **(different)**  This film is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  8. I think classical music is not as exciting as rock and roll. **( more … than)**  => I think rock and roll \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  9. The painting in the museum is not different from the painting in the gallery. **(like)**  =>\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **V. Write complete sentences from the prompts.**   1. I/ have/ toothache/ yesterday/ because/ I/ eat/ many/ sweets /. 2. last month/ our club / donate / books / clothes / children / rural areas. 3. How/ apple/ you /need / apple pie? 4. Before / every meal / should wash / our hands / carefully /. 5. your school / have / community activities / last summer? 6. This / painting / not / as valuable / the Mona Lisa. 7. How/ teacher/ students / there / your school? 8. What / types / outdoor activities/ you / like / take part school?? 9. Trang and Minh/ play basketball / every day / after school? 10. Our science teacher / start / lessons / 1 pm / Fridays. | |
| T guides Ss to review speaking skill  Ss listen | **PART 5: SPEAKING**  **I. Introduce about yourself (0.5p)**  **Talking about some personal information**  - Greeting  - Name  - Age  - Class / School  - answer the questions  **II. Topics (1.0p)**  **Topic 1:** **Let’s talk about one of your hobbies. The following questions may help you.**  1. What do you like doing in your free time?  2. When did you start this hobby?  3. How much time a week do you spend on your hobby?  4. Who do you often share your hobby with?  5. Do you think your hobby is safe or dangerous? Why?  **Topic 2: Let’s talk about healthy living. The following questions may help you.**  1. What do you often do to stay healthy?  2. When you do it?  3. How long you do it every day?  4. How often you do it?  5. How should you keep your room?  **Topic 3: Let’s talk about your community activities. The following questions may help you.**  1.What activity do you often take part in to help your community?  2. Who do you often work with in this activity?  3. How often do you do it?  4. When did you last join a community activity?  5. What was your impression?  **Topic 4: Let’s talk about a musical performance to celebrate Teacher’s Day at your school.**  **The following questions may help you.**  1. When was the performance?  2. What was the performance held for?  3. How often / this activity / take place?  4. How long did it last?  5. What were items performed?  **Topic 5: Let’s talk about your favourite food or drink. The following questions may help you.**  1. What is your favourite food or drink?  2. Which country is the food or drink popular?  3. What ingredients do you need to prepare them?  4. How do you make/ cook it?  5. How often and when do you have it?  **Topic 6: Let’s talk about your school. The following questions may help you.**  1. Where is your school? How do you go to school every day?  2. How many students and teachers are there?  3. How are the students and teachers at your school like?  4. What facilities are there at your school?  5. Which school facility do you like best? Why?  III. **Interview (0.5p)**  -Giám khảo đặt câu hỏi liên quan đến chủ đề HS vừa trình bày. |
| HOMEWORK | |
| Tguides  Ss pay attention. | - Prepare for the first term test carefully |