LESSON PLAN ENGLISH 7( GLOBAL SUCCESS)

Date of planning: 9 - 05 -2025

Date of teaching **: -05-2025**

**WEEK: 35**

**Peroid 101 : UNIT : REVIEW 4 (UNIT 10-11-12)**

**Lesson 1: LANGUAGE / Pronunciation- Vocabulary-Grammar**

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

- Review pronunciation, vocabulary and the grammar points they have learnt in Unit 10, 11, 12.

**1. Knowledge**

**Language focus:** A revision and practice on the vocabulary items and grammar points Ss have already studied in Units 10, 11, 12.

a) Vocabulary: Ss revise words and phrases about school things and activities; Types of house , rooms and furniture; Body parts, appearances, personality adjective

b) Grammar : - Stress, article, present continuous, simple future.

**2. Competence**

- Develop communication skills and creativity

- 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:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Method;: T-WC; group works; individual ……

**III. PROCEDURES:**

|  |  |
| --- | --- |
| **1. WARM UP & INTRODUCTION (5’)** | |
| **\* Aim**: - To remind students the knowledge that they have learnt in Units 10 -11- 12  \* **Content:** Draw a mindmap related to the knowledge they have learnt in Unit 10,11,12.  **\* Outcome:** Having a chance to speak English.  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s and Ss’activities** | **Content** |
| - Teacher divides class into 3 big groups to draw a mindmap related to the knowledge they have learnt in Unit 10, 11, 12.  - Ss do the task in group.  - Teacher calls on some students to present their answer based on the mindmap.  - Other Ss comment and teacher con-firms. | **Mindmap** |
| **2. PRESENTATION/ NEW LESSON (25’)** | |
| **PRACTICE EXERCISES**  **A. LANGUAGE:**  ACTIVITY 1: **Pronunciation**  **Aim:** To help Ss review the stress in two- and three-syllable words.  **\* Content:** Mark (') the stressed syllables in the underlined words.  **\* Outcome:** Pronouncing the sounds correctly.  **\* Organisation :** Teacher’s instructions….. | |
| **Teacher’s and Ss’activities** | **Content** |
| **Task 1: Mark (') the stressed syllables in the underlined words. Then listen, check, and repeat. (Ex 1, p. 134)**  - Teacher reminds Ss how to stress on two – and three – syllable words. Then, ask Ss to read the underlined words in the sentences and mark the stress syllables.  - Ss do the task individually.  - Teacher calls on some Ss to give their answers, then plays the recording for Ss to listen and check their answers.  - Teacher confirms and plays the recording again for Ss to listen and repeat in chorus and then individually. | Task 1: Listen and repeat the words.  ***Answer keys:***  1. 'Driverless trains will be 'popular.  2. Niagara Falls is Canada’s most famous  ‘naturalat’traction.  3. We can save 'energy by re'cycling.  4. All plants and ‘animals need ‘energy  5. He’s reading Guidance for Visitors to  Scotland |
| ACTIVITY 2 + 3 : **Vocabulary**  **Aim:**  - To help Ss recognize the words through their definitionsUnits 10 - 11 – 12.  - To help Ss revise some key adjectives from Units 10 - 12 and use them in context.  **\* Content:** Review the word they have learnt in the units.  **\* Outcome:** Call out the vocabulary. Revision. Do exercises correctly.  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **Task 2: Write the words in the box next to their definitions. (Ex. 2, p. 134)**    - Teacher has Ss do the task independently to do matching.  - Ss do the task individually, teacher reminds them highlight the key words to help them with the matching.  - Teacher calls on some Ss to check.  - Teacher confirms the correct answers.  **Task 3: Complete the sentences with the words below. (Ex. 3, p. 134)**    \* Teacher asks Ss to read the adjectives in the box to do the exercise.  \*\* Ss works independently to do the task.  \*\*\* Teacher calls on some Ss to check.  \*\*\*\* Teacher confirms the correct answers. | **Task 2:** Write the words in the box next to their definitions**.**  ***Answer keys:***  1. sunlight  2. bamboo-copter  3. tour  4. coal  5. attraction  **Task 3: Complete the sentences with the words below**  ***Answer keys:***  1. public  2. natural  3. national  4. renewable  5. native  6. electrical |
| **3. APPLICATION (10’)** | |
| ACTIVITY 4+5: **Grammar**  **Aim:**  - To help students review the use of the articles *a/an* and *the*  *-* To help Ss revise the use of the present continuous and the future simple  **\* Content:** Review grammar elements taught in Units 10-12.  **\* Outcome:** Remember how to form and use them. Do exercises correctly.  **\* Organisation :** Teacher’s instructions….. | |
| **Teacher’s & Student’s activities** | **Content** |
| **Task 4: Use the correct tense and form of each verb in brackets to complete the sentence. (Ex. 4, p. 134)**  \* Teacher asks Ss to read the sentences first and underline the signals to help them decide if the verbs are used in the present continuous or future simple.  \*\* Ss do the task individually.  \*\*\* Teacher calls on some Ss to check.  \*\*\*\* Teacher confirms.  **Task 5: Find and cross (––) ONE incorrect article in each sentence and write the correct one. (Ex. 5, p. 134)**  **\*** Teacher asks Ss to read the sentences first and underline all the articles in each sentence, then look at each article and the word it goes with and  decide if it is used correctly.  \*\* Ss do the task individually.  \*\*\* Teacher calls on some Ss to check.  \*\*\*\* Teacher confirms. | **Task 4:** Use the correct tense and form of each verb in brackets to complete the sentence.  ***Answer keys:***  1. is doing  2. will visit  3. is building  4. will use  5. will have  **Task 5:** Find and cross (––) ONE incorrect article in each sentence and write the correct one.  ***Answer key:*** |
| **4. WRAP-UP & HOME WORK (2’)**  - Summarise the main points.  - Ask Ss what they have learnt so far. Have them recall the important elements:  + Words / phrases . Vocab; The grammar points.  **HOME WORK**  - Read again the conversation  - Do more exercises in workbook.  - Make more sentences using adverbs of frequency. | |

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REVIEW 4 (UNITS 10-11-12)

# Lesson 2: Skills

**I. OBJECTIVES:**

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

**1. Knowledge:**

**-** review the 4 skills related to the topics that they have learnt among unit 10,11,12.

a. Vocabulary: review

b. Grammar: review

**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 responsible and hard working

- Love school and friends.

**II. TEACHING AIDS**

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

- Grade 7 textbook

- Smart TV/Pictures, sets of word cards

- sachmem.vn

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

**III. PROCEDURES:**

|  |  |  |  |
| --- | --- | --- | --- |
| **1.Warm-up (5’)**  **\* Aim**: - activate students’ knowledge on the topic of the unit.  - set the context for the listening and reading part.  \* **Content:** chatting  **\* Products:** Ss write words exactly on the board. | | | |
| **Teacher’s and Ss’activities** | | | **Content** |
| - Teacher writes on the board “Alaska” and asks Ss some questions to lead into the passage they are going to read.  - Teacher calls on some Ss to answer the questions.  - Teacher can or can’t confirm  - Teacher gets feedback -> Today we are going to learn review 4 | | | ***chatting:***  Task **1.** Alaska  - Ss do the task individually. |
| **2. Presentation (5’)**  **\* Aim:** To increase students’ interest and lead them into the lesson.  \* **Content:** Vocabulary about school  **\* Products:** Read and understand the meaning of words | | | | |
| **Teacher’s and Ss’activities** | | **Content** | | |
| - Teacher writes on the board “Alaska” and asks Ss some questions to lead into the passage they are going to read. | | - Ss do the task individually. | | |
| **3. Practice (25’)** | | | | |
| **\* Aims:**  - To help Ss practise reading for specific information through multiple choice questions.  \* **Content:**  - Listen and repeat the words.  - Fill in the blanks with a suitable word  - Listen and repeat.  **\* Products:**  Students read vocabularies exactly aloud. | | | | |
| **Teacher’s and Ss’activities** | **Content** | | | |
| **Task 1: (5’) T-Ss**   * Teacher asks students to listen and repeat the words. * Teacher calls some students to read the words aloud. | **Task 1: Reading**    Ss do the task individually.  - Some Ss answer.  - Teacher confirms.  ***Answer key:***  1. float plane  2. dogsled | | | |
| **Task 2: T - Ss, Ss - Ss**  - Teacher gives Ss some time to read all the passage carefully, then asks them to do Ex 1b.   * Students work in pairs and do the task. * Teacher calls some pairs to share their answers with the whole class. * Teacher gives feedback and corrections (if necessary). * Teacher explains which nouns go with each verb to make meaningful names of activities. | **Task 2:**  **- Choose the correct answer A, B, or C to complete each sentence. (Ex. 1b, p. 135)**  ***\*Answer key:***   |  |  | | --- | --- | | play | do | | football  music | homework  exercise | | have | study | | school lunch  lessons | English  history  science |   - Ss do the task independently.  - Ss give answers and explain their ideas.  - Teacher confirms.  ***Answer key:***  1. C  2. A  3. B  4. A | | | |
| **Task 3*:T-Ss, Ss-Ss***  - Teacher asks Ss to work in groups of 4 to discuss the list of activities and gives the reasons for each.  - Teacher confirms and correct their grammar, pronunciation and spelling.  **SUGGESTED ANSWERS:**  Energy-saving: 1, 3, 4, 5  Not energy-saving: 2 and 6  The focus is on how a student explains his / her answer | **Task 3: SPEAKING**  **Read the list of activities and discuss which ones are energy-saving and which ones are not. Explain your answer. (Ex. 2, p. 135)**  - Ss do the task in group.  - Some groups report their answers, other listen, and comment. | | | |
| **Task 4:(5’)**  **\* Aims:** To help Ss practise listening for specific information.  \* **Content**  \* Products: Students pronounce words exactly . | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| **\* Presentation**  - Teacher asks Ss to read all the questions first, then try to guess the needed information to fill in the blanks. After that, teacher plays the recording twice for Ss to listen  **Task 4*:T-Ss, Ss-Ss***  - Teacher plays the recording again and confirms the correct answers.   * Students work independently. | **\* PRONUNCIATION**  - Ss do the task independently.  - Some Ss give their answers.  **Task 4: Listen and complete each sentence with ONE word. (Ex. 3, p. 135)**  ***Answer key:***  1. flying  2. parents  3. lanes  4. traffic  5. land  ***Audio script- Track 89***  *Next month, we will hold a meeting to introduce our new product, the flying bike. Most of our customers will be school children and their parents. Here are some of the questions they may ask you.*  *1. There are special lanes for bicycles on land, how about in the air? If you don’t have lanes for them, the bicycles will crash into each other.*  *2. Are there any air traffic laws? If there are, are they similar to those on land? How will the children learn them?*  *3. How can a flying bike find a place to land by itself? Will children have an electronic map? What will happen if the map does not work?*  *Can you add any more questions?* | | | |
| **Task 5*:T-Ss, Ss - Ss***  - Teacher asks Ss to look at the picture and choose what means of transport for their writing. Then, teacher has Ss read the suggested information they can include in their description.  -Teacher checks grammar, vocabulary, spelling if needed. | **WRITING**  **Task 5: Choose one of the future means of transport below. Write a paragraph of about 70 words about it. (Ex. 4, p. 135)**    - Ss do the task individually in 6-8 minutes.  - Some Ss read their writing.  **Suggested answer:**  *The bamboo-copter will be a popular means of transport in the future. It’s not very fast, so it’s safe to ride. It’s cheap, and it doesn’t use much energy. Most people can afford it. It’s also convenient because you can go anywhere: in a busy city, to the sea, or to the mountains. The copter is small and can carry only one person, so it doesn’t take up much space. I love it.* | | | |
| **4. Production (3’)**  \* **Aim:** To give students a chance to apply what they have learnt.  \* **Content:** Teacher asks students to talk about what they have practice in the lesson.  **\* Products:** Students read aloud their sentences. | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| - Teacher asks groups to write sentences  - Ss Work in groups   * Teacher asks each group to hand in their paper and checks, the group with more correct sentences and talk fluenly is the winner.   - Teacher invites the winner to read aloud their sentences. | \* Game: T ask Ss to talk about what they have practicein the lesson. | | | |
| **5. Homework (2’)** | | | | |
| **Teacher’s and Ss’ activities** | **Content** | | | |
| - T reminds Ss to do homework and prepare the new lesson. | - Learn by heart all the new words. - Rewrite the sentences into notebooks. | | | |

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**Period 103:**

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

**1. Knowledge**

**Language focus:** A revision and practice on the vocabulary items and grammar points Ss have already studied in grade 7 especially in Units 7,8,9,10, 11, 12.

a. Vocabulary: Ss revise words and phrases about

- (Future) means of transport, adjectives describing future means of transport

- road signs

- Types of films

- Adjectives describing films.

- Types of festivals.

- Types of energy sources.

**b- Grammar :**

- Tenses: The present simple, present continuous, past simple, future simple

- How far..?--> It’s…

- Should, shouldn’t, might.

- connections: although/ though and however.

- Yes/ No questions

- Possessive adjectives (my, his, her, its, your, our, their)

- Possessive pronouns (mine, his, hers, its, yours, ours, theirs)

- Articles (a/an and the)

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

**2. Competence**

- Develop communication skills and creativity,

- know the way to do test well

- Actively join in class activities

**3. Qualities**

- Be responsible and hard working

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments, ….

- Method;: T-WC; group works; individual ……

|  |  |
| --- | --- |
| **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:**  - Stress in two/ three -syllable words  - the sounds : / ai / and /ei/ ; /ɪə/ and /eə/ and /æ/; /t/ /d/ and /id/, /ʃ/ and /ʒ/, /tʃ/ and /dʒ/  2.  **Vocabulary:**  - (Future) means of transport, adjectives describing future means of transport  - road signs  - Types of films  - Adjectives describing films.  - Types of festivals.  - Types of energy sources.  **3- Grammar :**  - Tenses: The present simple, present continuous, past simple, future simple  - How far..?--> It’s…  - Should, shouldn’t, might.  - connections: although/ though and however.  - Yes/ No questions  - Possessive adjectives (my, his, her, its, your, our, their)  - Possessive pronouns (mine, his, hers, its, yours, ours, theirs)  - Articles (a/an and the)  - Prepositions of time and place (on, in at)  - People and places in English – speaking country  **Exercises** |
| ***Task1. Circle the word which has the underlined part pronounced differently from the others.***   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1. | A. crowded | B. polluted | C. wanted | D. caused | | 2. | A. noise | B. system | C. square | D. service | | 3. | A.  hydro | B. syllable | C. hyperloop | D. cycle | | 4. | A. laughed | B. selected | C. liked | D. crossed | | 5. | **A**. cheapness | **B**. exchange | **C**. approach | **D**. brochure |   **Task 2. Find the word that has different stress pattern from the others in each line.**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1. | A. easily | B. recycle | C. resources | D. expensive | | 2. | A. cultural | B. seasonal | C.exhausted | D. dangerous | | 3 | A. energy | B. volunteer | C. dangerous | D. countryside | | 4. | A. perform | B. prepare | C. attend | D. clever | | 5. | A. weather | B. decide | C. money | D. doctor |   **Task 3. Choose the correct option A, B, C or D to complete the sentences.**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1. | He doesn’t need to …………… the car because it is automated. | | | | |  | A. take | B. ride | C. drive | D. pedal | | 2. | Some people are using vehicles that run \_\_\_\_ safer energy for an eco-friendly environment. | | | | |  | A. over | B. on | C. in | D. by | | 3. | **\_\_\_\_\_\_\_\_**is limited and harmful to the environment. | | | | |  | A. Coal | B. Solar | C. Wind | D. Hydro | | 4. | Electric cars are becoming popular nowadays due to theirs………… features. | | | | |  | A. polluting | B. eco-friendly | C. inconvenient | D. expensive | | 5 | Wind, hydro and solar are \_\_\_\_\_\_energy sources. | | | | |  | A. modern | B. renewable | C. non-renewable | D. new | | 6. | Don’t make noise, the students …............... the final test now. | | | | |  | A. is doing | B. will do | C. do | D. are doing | | 7 | It’s \_\_\_\_\_\_\_\_ to fly and more convenient than a helicopter. | | | | |  | A. fast | B. cheap | C.  easier | D. expensive | | 8. | Have you got \_\_\_\_\_\_\_pen, or would you like to borrow \_\_\_\_\_\_\_\_\_? | | | | |  | A. your - mine | B. yours - my | C. yours - mine | D. your – my | | 9 | Lan: ………does Nga always get good marks? → Hoa: Because she studies hard. | | | | |  | A. What | B. When | C. How | D. Why | | 10 | You can see \_\_\_\_\_\_\_\_ people in many places in big cities. They have no place to live. | | | | |  | A. homeless | B. old | C. poor | D. wealthy | | 11 | When energy comes from\_\_\_\_\_, we call it hydro energy | | | | |  | A. nuclear | B. wind | C. Sun | D. water | | 12 | The film didn’t receive good reviews from critics. …............... , many people went to see it. | | | | |  | A. Although | B. And | C. Though | D. However | | 13 | Although \_\_\_\_\_\_\_\_\_\_\_\_\_\_, they didn't stop working. | | | | |  | A. they were tired | B. they are tired | C. their illness | D. the rain | | 14 | I think future planes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ like the UFOs | | | | |  | A. will look | B. looks | C. look | D. are looking | | 15 | …………. source of energy is the source that can’t be replaced after use. | | | | |  | A. Renewable | B. Natural | C. Effective | D. non-renewable | | 16. | The school year usually begins\_\_\_\_\_\_ September 5th every year. | | | | |  | A. at | B. on | C. in | D. by |   17 . An: Do you think we will travel by flying car in the future?  Ben: \_\_\_\_\_\_\_ .  A. We certainly will. B. Wow… I didn’t know that C. Amazing D. Sounds great!  18. –“\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_” –“It was really interesting.”  A. What was the film last night? B. How was the film last night?  C. How about going for a film? D. Did you like the film last night?  19. The car will have an autopilot function, \_\_\_\_\_\_\_\_\_\_ a driver is not needed.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | A. but | B. because | C. so | D. and |   20. My car will charge \_\_\_\_\_\_\_\_ battery as it moves.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | A. it | B. it’s | C. its | D. itself |   ***Task 4. Write the correct form of the words in brackets.***  **1.** These types of energy do not cause pollution or waste \_\_\_\_\_\_\_ resources. (NATURE)  **2.** Solar- powered ships are eco-friendly. They will not cause \_\_\_\_\_\_\_\_\_ . (POLLUTE)  **3.** The teachers is giving \_\_\_\_\_\_\_\_\_\_ to the difficult question. (EXPLAIN)  **4.** We should reduce the use of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at home. ( ELECTRIC) | |
| 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: in unit 9,10,11**  **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. |
| **Task 1. Each of the following sentences has one mistake. Underline and correct it.**   |  |  | | --- | --- | |  | **Correct** | | 0. Can you give me a example of an electrical appliance? | an | | 1. Are they perform an Indian folk dance on the stage? |  | | 2. Her car can carry four passengers. Our can carry seven passengers. |  | | 3. The teacher is taking about means of transport in a future |  | | 4. - Did you walk to school yesterday?- Yes, I do. |  | | 5. I think future plane will look like the UFO. |  | | 6. Did they went to the Tulip Festival with their family? |  | | 7. Do she carve pumpkins every year at Halloween? |  | | 8. Will he asks his brother to go to the cinema with him? |  |   **Task 2. Rewrite the sentence, using**  **1.** They will probably buy devices that run on electricity. **“might”**  🡪 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. It’s necessary for you to do your homework every day. *“should”*  *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*  3. These are our pictures. **(OURS)**  - These \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  4. We are not sure if our city will have a skyTran system in the near future. (MIGHT)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. The distance from my house to my school is about five kilometres. (IT)  => \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  6. What is the distance between Phu Yen and Nha Trang? (HOW)  => \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  7. He was tired. However, he still performed the lion dance. (ALTHOUGH)  => \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  8. Walking here is dangerous because this lane is for cycling only. (SHOULDN'T)  => \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Task 3:Put the words in the correct order**  1. solar / now / heating / Some / are / using / energy / for / people */.*  => \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. what/ take part in / ?/ outdoor / activities/ do you/ at / school  => \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. display / watch / Year’s Eve / Do / you / New / fireworks / on / often /?  => \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. cars / will / modern / There / replace / be / driverless / cars / to / normal /.  => \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. save / We / use /low energy light bulbs / electricity. / should / to / in our home//  => \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Task 4. Write full sentences using the suggested words/ phrases.**  1. I think / people/ like / travel/ Skytran/ the future/ because/it / have / many / advantage/  => \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  2. These/ modern/ means of transport/ help/ save/ much time/ when /travel. => \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  3. Electric buses / be / eco-friendly/ so/ they /become /popular /big cities /soon//.  => \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  4. Fruit juice/ mineral water / be / healthy drinks /.  => \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  5. How far/ Phu Yen/ Ho Chi Minh?  => \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  6. The students/ do the project/ now.  => \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  7. you/ use / low energy light bulbs / home?  => \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| T guides Ss to review speaking skill  Ss listen | **PART I: SPEAKING PART**  **Task 1. Personal Information – (0.5point)**  *Ex:*  Good afternoon teacher and everyone  My full name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  I’m 12 years old and I’m in grade 7 at Hoa Hoi Primary and Secondary School.  ………………………………………  My topic is number … talk about …… Now I would like to start my topic. Task 2: **Talking about the given topic.** (1.0 point) **1. Talking about a film/ your favourite film**  - What is the title of the film/ your favourite film?  - What is the type of that film?  -. Who are the main actors?  -. What is the plot of the film?  - How do you feel when you watch it?  **2. Talking about a festival you know/ joined**  - what festival do you know?  - Where and when is the festival celebrated?  - Why is the festival held?  - How is the festival held?  - What attracts you most in that festival?  **3. Talking about the advantages and disadvantages of types of energy sources.**  - How many energy sources are there? What are they?  - What are renewable energy sources and what are their advantages and disadvantages?  - What are non-renewable energy sources and what are their advantages and disadvantages?  -. What can we do to save energy?  **- give some tips to save energy.**  **4. Talking about a means of transport people will travel in the future?**  - What is the name of the means of transport?  - What road system does it run on?  - What kind of energy does it use?  - How many passengers can it carry?  - What are some of its advantages?  **Task 3: Questions and answers** (0.5 points)  Teacher is going to ask you two questions about topic you choose. |
| HOMEWORK | |
| Tguides  Ss pay attention. | - Prepare for the second term test carefully |