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| **Week 1 - Period 1**  *Date of planning: …../…./.......*  *Date of teaching: …../…../.......* | **INTRODUCTION + STUDY GUIDANCE** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to know about the English 7 - student's book and the workbook, and know how to learn English 7 effectively.

**2. Competence:** Linguistic competence, cooperative learning and communicative competence. Students can get an overview of the textbook.

**3. Behavior:** Students are hard-working and attentive. They know how to study English 7.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

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| --- | --- |
| **Teacher’s and students’ activities** | **The main contents** |
| **1. Warm up (7’)**  ***a, Aim:*** To warm up the class and lead in the lesson.  ***b, Contents:*** Ss work in groups to find the names of 6 units in English 7 in term 1 and write them on the board.  ***c, Outcome***: Ss can tell and write all names of 6 units and write them well.  ***d, Organization****:* | |
| - Teacher divides the class into two teams. Then T asks Ss to look through all the names of the 6 Units in the Student's book in 10 seconds and try to remember as many names as possible.  - T asks Ss to go to the board and write the words.  - Teacher gets feedback. | **Kim’s game** |
| **2. Presentation (20’)**  ***a, Aim:***  **+** Ss canknow the themes, topics of textbook in term 1.  + Ss can know the design of workbook and how to use it effectively.  ***b, Contents:***  + Ss work individually to answer the questions.  + Ss work in pairs to answer the questions.  ***c, Outcome***: Ss can know some new words about noise pollution.  ***d, Organization****:* | |
| **Introduce the new textbook English 7**  - T asks Ss to answer the questions individually.  *? How many weeks are there in a school year?*  *? How many weeks are there in the first terms?*  + English 7 Student's book is the third of four levels English language textbooks for Vietnamese students in lower secondary school learning English as a foreign language. It focuses on the use of language (pronunciation, vocabulary and grammar) to develop the four language skills (listening, speaking, reading and writing).  *? How many units are there in the first terms?*  - There are two main themes: Our Communities and Our Heritage.  - After each theme is a review.  - There are two 45-minute tests: one after unit 3 and another after unit 5.  **Introducing the workbook (10')**  - T asks Ss to work in pairs to answer the questions:  *? What is the Workbook about?*  *? Study the Workbook quickly then answer the question*  - Ss work in pairs to answer the questions. Then T gives feedback. | *6 topic-based units in term 1:*  + Unit 1: My hobbies  + Unit 2: Health  + Unit 3: Community service  + Unit 4: Music and Art  + Unit 5: Vietnamese Food and Drink  + Unit 6: The first university in Viet Nam  - The Workbook mirror and reinforces the content of the Student's book. It offers:  *+ Further practice of the language and skills taught in class.*  *+ Four additional tests for students' self-assessment.* |
| **3. Practice (10’)**  ***a, Aim:*** Ss canknow how to learn English 7 effectively.  ***b, Contents:*** Ss work in groups to discuss the ways to learn English 7 effectively.  ***c, Outcome***: Ss can know how to learn English 7 effectively.  ***d, Organization****:* | |
| *- T asks Ss to work in groups* of 3 or 4 to discuss the questions "How to learn English 8 effectively?". Ss do it.  - T calls some groups presentative to present the ideas in front of the class. Ss do it.  - T gives comments and feedback. | **Discussion: How to learn English 7 effectively?**  - Prepare the lesson carefully before each period.  - Learn by heart all the new words and structures.  - Do exercises regularly.  - Practice the four skills. |
| 1. **Application (6’)**   ***a, Aim:*** Ss can retell the coursebook structure and the ways to study the book effectively.  ***b, Contents:*** Ss work individually to retell the coursebook structure and the ways to study the book effectively.  ***c, Outcome***: Ss can do the task well.  ***d, Organization****:* | |
| - T asks the retell the coursebook structure and the ways to study the book effectively.  - Ss do it individually. | **Consolidation** |

**3. Guides for homework (2’)**

- Prepare **Unit 1:** **Getting started.**

- Prepare some pictures about some popular hobbies.

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| **Week 1 - Period 2**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 1: MY HOBBIES**  **Lesson 1: Getting started** |

**A. Objectives**

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

- extend and practice vocabulary related to hobbies;

- express their own hobbies.

**1. Knowledge:**

-Vocabulary: Words related to the topic “*My hobbies”*

- Grammar: Simple present, V-ing (gerund)

**2. Competence:** linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students love talking about some hobbies.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students' activities** | **The main contents** |
| **1. Warm up (5’)**  ***a, Aim:*** To attract Ss’ attention to the lesson and lead in the new lesson.  ***b, Contents:*** Ss work individually to answer the questions.  ***c, Outcome***: Ss can have some background knowledge about the topic of the lesson.  ***d, Organization****:* | |
| - T asks Ss some questions about what they like doing for pleasure in their free time.  - Ss answer the questions individually.  - T introduces the unit title on the board: My hobbies” | **Questions:**  -What do you like doing in your free time?  - Do you like collecting dolls?  - Do you like collecting glass bottles?  - Do you enjoy mountain climbing?  …  - What all these activities are called? |
| **2. Presentation (10’)**  ***a, Aim:*** To help Ss revognize some vocabularies related to the topic and listen and read the conversation about a hobby.  ***b, Contents:***  **+** Ss work individually to study vocabulary.  + Ss work in groups to listen and read.  ***c, Outcome***: Ss can revognize some vocabularies related to the topic and listen and read the conversation about a hobby well.  ***d, Organization****:* | |
| **-** T elicits the words from students.  - T uses different techniques to teach vocabulary.  - Ss listen, repeat and take notes in their notebooks.  => **Checking**: Matching.  - T asks Ss to look at the picture in the book and answer the questions:  + *Can you guess who are they ?*  *+ Where are they?*  *+ What can you see on the shelf ?*  *+ What may the hobby be ?*  - Ss answer the questions in pairs.  - T lets Ss listen to the dialogue. Ss read the dialogue in groups of three.  - T explains the meaning of the idoms “a piece of cake ” from the conversation: as easy as a pie/ as ABC = very easy, or very easily; all of a piece = all at the same time...etc... | **\* Vocabulary:**  *+ ups****tai****rs(adv): trên gác (picture)*  *+ un****u****sual(adj): khác thường (situation)*  *+ a piece of cake (idom): dễ ợt (situation)*  *+ skate(v): trượt pa tanh (picture)*  *+ arr****a****nge (v): sắp xếp (translation)*  *+ board game (n) trò chơi trên bàn cờ (translation)*  *+ bird(n): con chim (picture)*  **1. Listen and read**  *- They are Nick, Elena ( Nick’s sister) and Mi.*  *- They are at Nick’s house.*  *- I can see so many dolls on the shelf. The hobby may be collecting dolls.* |
| **3. Practice (23’)**  ***a, Aim:*** To help Ss understand the conversation and develop Ss’ vocabulary of hobbies  ***b, Contents:***  **+** Ss work individually to decide the statements are True or False.  + Ss work in pairs to answer the questions.  + Ss work individually to listen and read.  + Ss work individually to match.  + Ss work in pairs to complete the table.  ***c, Outcome***: Ss can understand the conversation cleary and they can develop their vocabulary of hobbies well.  ***d, Organization****:* | |
| - T asks Ss to work independently, read the conversation again and dicede if they are true or false.  - Ss work individually. Then Ss share the answers with a partner.  - Ss write the answers on the board.  - T corrects.  - T asks Ss to discuss and answer the questions about the dialogue in pairs.  - Ss practice in pairs.  - T calls some students to the board and write their answers. Ss do it.  - T corrects.  - T asks Ss listen to the recording and repeat the words/ phrases. Ss work individually to do task 2.  - T has some students practise the words/ phrases. Ss do it.  - T asks Ss work individually to match the words/ phrases from 2 with the pictures. Have them compare the answers with a partner. Ss do it.  - T asks for Ss’ answers. Ss give the answers.  - T gives feedback and confirms the correct answers.  - T asks ss to work in pairs to complete the table. Ss work in pairs.  - T calls on ss to go to the bb and show their answers. Ss write answers on the board.  - T asks ss to add more words to the table. Ss add more words.  - T checks and corrects as a class. | **1a. Are the sentences below true (T) or false (F)?**  **Key:**  *1. F (They go upstairs to her room)*  *2. T*  *3. F (Mi’s hobby is collecting glass bottles)*  *4. F (Her parents, aunt and uncle)*  *5. T*  **1b. Answer the following questions.**  **Key:**  *1. She receives dolls on special occasions.*  *2. No, they aren’t.*  *3. She keeps them after using them.*  *4. No, she doesn’t.*  *5. No, he hasn’t.*  **2. Listen and repeat.**  **3. Matching.**  **Key:**  *1. playing board games.*  *2. taking photos.*  *3. bird-wattching*  *4. cycling*  *5. playing the guitar*  *6. gardening*  *7. cooking*  *8. arranging flowers*  *9. skating*  **4. Complete the table.**  **=> Answer key:**  ***+ Cheap hobbies:*** *gardening, bird- watching, collects bottles....*  *+* ***Expensive hobbies****: Taking photos, playing the guitar, arranging flowers*  ***+ Easy hobbies****: gardening, collecting bottles, playing board games s*  ***+ Difficult hobbies****: playing the guitar, cooking, arranging flowers, skating.....* |
| **4.Application (5’)**  ***a, Aim:*** To help Ss reviewthe vocabularies by playing game.  ***b, Contents:*** Ss work individually to play game.  ***c, Outcome***: Ss can reviewthe vocabularies they have studied well.  ***d, Organization****:* | |
| - T lets Ss retell the vocabularies by playing game: T asks a student to go to the board to give some activities and other students guess words.  - Ss play game. | Eg:  Hoa: gives an activity and asks: What am I doing?  Other students answer: Playing the guitar.  Hoa: That’s right. |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Consolidates ss more about the main contents of the lesson.

**\* Homework:**

- Asks Ss to:

+ Learn by heart all the new words

+ Prepare **“A closer look 1”.**

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| **Week 1 - Period 3**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 1: MY HOBBIES**  **Lesson 2: A closer look 1** |

**A. Objectives**

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

- recognize some lexical items related to the topic hobbies.

- pronounce the words with the sounds / **ə** / and / **ɜ: /** correctly.

**1. Knowledge:**

-Vocabulary: Words related to the topic “*My hobbies”*

- Pronunciation: sounds /**ə**/ and **/ɜ:/**

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students love talking about some hobbies.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** Asks Ss to write new words (3’)

**2. New lesson:**

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| --- | --- |
| **Teacher’s and students' activities** | **The main contents** |
| **1. Warm up (3’)**  ***a, Aim:*** Towarm up the class and lead in the lesson  ***b, Contents:*** Ss work individually to play game.  ***c, Outcome***: Ss can reviewthe vocabularies they have studied well.  ***d, Organization****:* | |
| - T asks Ss some questions about the hobbies. Ss answer the questions individually.  - T introduce the lesson. | **Eg:**  What is your favorite hobby?  When did you start your hobby?  ……………………….. |
| **2. Presentation (5’)**  ***a, Aim:*** To help Ss recognize some lexical items related to the topic.  ***b, Contents:*** Ss work individually to study new words.  ***c, Outcome***: Ss can realize some lexical items related to the topic.  ***d, Organization****:* | |
| - T elicits some new words.  - Ss listen, repeat and copy in their notebooks.  => Checking: What and Where. | **Vocabulary***:*  *+ horse -riding (n): môn cưỡi ngựa*  *+ g****y****mnastic(n): môn thể dục*  *+ plant (v): trồng cây*  *+ headphone (n) : tai nghe*  *+ m****e****lody(n): : giai điệu*  *+ paint(v) :vẽ* |
| **3. Practice (27’)**  ***a, Aim:***  **+** To help Ss know how to some words and phrases about the hobbies and structure.  + To help Sspronounce correctly the sounds /ə / and / ɜ :/ isolation.  ***b, Contents:***  **+** Ss work in pairs to match.  + Ss work in pairs to fill in each blank in the sentences with one hobby or one action verb from the box below.  + Ss work in groups to write down key words.  + Ss work individually to play the game.  + Ss work individually to listen and tick the words they hear.  + Ss work individually to listen again and put the words in the correct column.  ***c, Outcome***:  + Ss can know how to some words and phrases about the hobbies and structure and do vocabulary exercises correctly.  + Sscanpronounce correctly the sounds /ə / and / ɜ :/ isolation correctly.  ***d, Organization****:* | |
| - T has Ss read the action verbs in column A and match them with suitable words/phrases in column B.  - Ss work in pairs to do the task.  - Ss give the answers.  - T confirms the correct answers.  - T asks ss to work in pairs to do this activity. Ss do it.  - T calls 2 students to write their answers on the board. Ss do it.  - Ss give the answers.  - T confirms the correct answers  *+ ? What is a keyword*  -> *A keyword helps us understand a text quickly and take good notes.*  - T models the way to locate key words for " listening to music"  - T asks ss to work in group of 4 ss to do this activity. Ss do it.  - T calls on students in different groups to write the answers on the board.  - T confirms the correct answers.  **-** T calls on one student to sit in front of the class and say the keywords out aloud. The others guess by asking him/her questions***: Is it ......?***  - T asks ss to take turn. Ss work individually.  - T has some Ss read out the words first. Ss do it.  - T plays the recording.  - Ss listen and tick the words they hear individually.  - Ss repeat the words.  -T asks students to listen to the tape and then put the words in the correct column. Ss work individually.  - Ss compare their answers with the whole class.  - T corrects. | **1. Matching**  **Key:**  *1.c 2. b 3. g 4. d*  *5. a 6. e 7. f 8. h*  **2. Fill in each blank in the sentences with one hobby or one action verb from the box below.**  **Key:**   1. *Swimming, swim* 2. *Listen, listening to music* 3. *Plant, gardening* 4. *Catch, fishing* 5. *Painting, paints*   **3. Write down key words**  => **Possible answer:**  ***+ Listening to music****: melody, song, headphone, lyrics ...*  ***+ Gardening****: trees, flowers, garden, plant, fruit...*  ***+ Fishing****: lake, river, catch, fish, water...*  ***+ Painting****: Creative, colors, pictures, painting...*  *+* ***Swimming****: pool, water, swim. Fun, keep fit ...*  **4. Game: THE KEYS TO MY HOBBY!**  **II. Pronunciation**  **5. Listen and tick the words you hear. Repeat the words.**   |  |  | | --- | --- | | bird-watching | √ answer | | √ away | √ neighbour | | √ burn | singer | | √ hurt | √ heard | | √ Birth | √ common |   **6. Listen again and put the words in the correct column.**   |  |  | | --- | --- | | **/ ə /** | **/ ɜ:/** | | away  answer  neighbour  common | burn  birth  hurt  heard | |
| **4. Application (5’)**  ***a, Aim:*** To help Ss recognize thesounds /ə / and / ɜ :/ in context.  ***b, Contents:*** Ss work individually to listen and tick.  ***c, Outcome***: Ss can recognize thesounds /ə / and / ɜ :/ in context well.  ***d, Organization****:* | |
| **-** T has ss to work individually. Ss do it.  - T plays the recording. Ss listen.  - Ss give answers.  - T confirms the correct answers. | **7. Listen to the sentences and tick /ə/ & /ɜ:/**  **Answer key:**  **+ / ə** /: *1,2,4*  **+ / ɜ: /:** *3, 5* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

**-** Asks ss to recall some hobbies and how to pronounce the sounds **/ ə** / and **/ ɜ: /**

**\* Homework:**

+ Learn by heart all the new words and structures.

+ Do E A1,2 B 5

+ Prepare: **A closer look 2**

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| **Week 2 - Period 4**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 1: MY HOBBIES**  **Lesson 3: A closer look 2** |

**A. Objectives**

By the end of this lesson, students can use the present simple and the future simple tense and verbs of liking + V-ing correctly and appropriately.

**1. Knowledge:**

- Vocabulary: Words related to the topic “*My hobbies”*

- Grammar: Present Simple and present Continuous; liking verbs + V-ing.

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students love talking about some hobbies.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s & Students' activities** | **Contents** |
| **1. Warm up (5’)**  ***a, Aim:*** To help Ss review some hobbies.  ***b, Contents:*** Ss work individually to thinks of a hobby and says keywords out loud.  ***c, Outcome***: Ss can review some hobbies well.  ***d, Organization****:* | |
| *-* T calls on a student go to the board. That student thinks of a hobby and says keywords out loud.  - The rest of the group tries to guess What the hobby is?  - The student with the most points is the winner. | **Guessing Game**  Example:  A: water, grow, flowers, vegetable.  B: Is it gardening?  A: Yes, it is. |
| **2. Presentation (8’)**  ***a, Aim:*** To help Ss review the form and the uses of two tenses: The present simple and the future simple and Verbs of liking + Ving.  ***b, Contents:***  **+** Ss work individually to give form and the uses of two tenses: The present simple and the future simple.  + Ss work individually to study the Look out! Box.  ***c, Outcome***: Ss review the grammar points of the present simple, the future simple and Verbs of liking + Ving well.  ***d, Organization****:* | |
| ***-***T asks students to retell the form and the uses of two tenses: The present simple and the future simple.  - Ss: Retell the form and the uses of two tenses: The present simple and the future simple.  -T comments and explains again.  - T has Ss read the Look out ! Box.  - T may call some students to make sentences with the verbs of liking. | **\* The present simple and the future simple**  a. The present simple  +) S+ V.(s, es)  b. The future simple  +) S+ will + V  **\* Verbs of liking + Ving**  \* Look out ! ( In Studentbook)  ***Like, love, enjoy hate + Ving*** |
| **3. Practice (24’)**  ***a, Aim:*** To help Ss understandthe uses of the present simple, the future simple and Verbs of liking + Ving to do exercises.  ***b, Contents:***  **+** Ss work individually to complete the sentences.  + Ss work individually to complete the report using the present simple.  + Ss work in groups to write a report.  + Ss work individually to complete the sentences, using the –ing form of the verbs in the box.  + Ss work in pairs to look at the pictures and write sentences.  ***c, Outcome***: Ss can do grammar exercises correctly.  ***d, Organization****:* | |
| - T asks Ss to do task 1 individually.  - Ss do exercise individually.  - Ss compare their answers.  - T check the answers and write the correct answers on the board.  - T asks Ss to look at the table and make sure that they understand it.  - T explains That x 3 per week means three times a week  - Ss work in pairs to do task 2.  - Ss give the answers.  - T checks the answers and writes the correct answers on the board.  - T asks Ss to work in groups to do task 3a. Ss do it.  - T explains “frequency” means how often someone does something in a given time frame.  - Ss each group writes a short report similar to Nick’s report in 2  - Ss read the comment and votes for the best report.  - T asks Ss to do the exercise individually, then compare their answers with a classmate. Ss do it.  - T calls some Ss to read out the answers. Ss do it.  - T checks and corrects.  - T has Ss read the example and explain the way to do this activity. Ss write sentences using the pictures as clues.  - Ss work in pairs to write sentences.  - T calls some students to write their sentences on the board.  - T checks and comments on Ss’ sentences. | **1. Complete the sentences. Use the present simple or future simple form of the verbs.**  **Key**  *1.loves; will not/won’t continue*  *2. take*  *3. does...do*  *4. will enjoy*  *5. Do...do*  *6. Will...play*  **2. The table below shows the results of Nick’s survey on his classmates’ hobbies. Read the table and complete his report using the present simple.**  **Key:**  *1.Likes 2. Watch*  *3. Don’t love 4. go*  *5. Enjoy 6. Play*  *7. plays 8. Doesn’t like*  *9.plays*  **3a. Work in groups.**  **3b. Write a report about what you have found out.**  **4. Complete the sentences, using the –ing form of the verbs in the box.**  **Key:**  *1.riding*  *2. Watching; going*  *3. talking*  *4. Playing*  *5. eating*  *6. Walking*  **5. Look at the pictures and write sentences...**  **Key:**  *1. He doesn’t like eating apples.*  *2. They love playing table tennis*  *3. She hates playing the piano.*  *4. He enjoys gardening.*  *5. She likes dancing.* |
| **4. Application (6’)**  ***a, Aim:*** To help Ss talk what each member in their family like or dislike doing.  ***b, Contents:***  **+** Ss work individually to write the sentences about what their family members like or dislike doing.  ***c, Outcome***: Ss can talk what each member in their family like or dislike doing fluently.  ***d, Organization****:* | |
| - T asks Ss to do this exercise individually, then compare their sentences with a classmate.  - T calls on some Ss to write their sentences on the board. Ss do it.  - T asks other Ss for their comments.  - T corrects any mistakes. | **6. What does each member in your family like or not like doing?**  **Example:**  *+ My father likes watching films on TV*  *+ My mother enjoys cooking.*  *…………………………….* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Consolidates ss more about the main content of the lesson: Present simple and Future simple

**\* Homework:** Asks Ss to:

+ Learn by heart all the new words and structures.

+ Do exercises

+ Prepare: **Communication.**

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| **Week 2 - Period 5**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 1: MY HOBBIES**  **Lesson 4: Communication** |

**A. Objectives**

By the end of this lesson, SS will be able to describe and give opinions about hobbies.

**1. Knowledge:**

- Vocabulary: extra vocabulary related to hobbies.

- Grammar: find sth/doing sth + adj; think that sth/doing sth is + adj.

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students love talking about some hobbies.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

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| **Teacher’s & Students' activities** | **The contents** |
| **1. Warm up (4’)**  ***a, Aim:*** To provide Ss some background knowledge about the topic and lead in new lesson.  ***b, Contents:*** Ss work individually to answer the questions.  ***c, Outcome***: Ss can answer the questions well.  ***d, Organization****:* | |
| - T goes through the extra vocabulary with Ss.  - Quickly teach them if they do not know any words/ phrases.  - T asks ss to work in pairs to match. Ss do it.  - T confirms the correct answers.  - T has some strong students to make one sentence with each picture. | **1. Matching**  ***Answer key***:  *A. carving wood*  *B. making models*  *C. ice-skating*  *D. dancing*  *E. making pottery* |
| **2. Presentation (12’)**  ***a, Aim:*** To help Ss recognize some lexical items related to the topic and provide them some structures to give their opinions.  ***b, Contents:***  **+** Ss work individually to study extra vocabulary.  + Ss work individually to study the structures to give opinions.  ***c, Outcome***: Ss can recognize some vocabularies related to the topic “My hobbies” and know how to give opnions.  ***d, Organization****:* | |
| - T elicits new words, using different techniques to teach vocabulary.  - Ss listen, repeat and copy in their notebooks.  => **Checking**: Matching.  \* ***Sets the scene***: *Mi and Nick are talking about one of their hobbies*  - T elicits each sentence from student.  - T asks ss to listen and repeat.  - T drills the dialogue chorally and individually. Then T calls on some ss to fill in the gaps. Ss do it.  - T draws out the models. Ss listen.  - T asks ss to study the ***Look out*** to find how you can give your opinion about sth. | **\* Extra vocabulary**  - Making pottery: making pots, dishes…from clay  - Making models: making copies of things, usually smaller than the original objects.  - Carving wood: making objects, and patterns by cutting away material from wood.  - Unusual: different from what is usual or normal.  - Take up sth: learn or start to do something, especially for pleasure.  **\* Dialogue build:**  *Mi: I am interested in swimming. I find swimming (1) ..................... What about you?*  *Nick: Me too. I (2) ..................... that swimming (3) ............. interesting.*  *Mi: Why don't we (4) ................. swimming this weekend.*  *Nick: That's a good idea.*  **=> Answer key:**  *1. interesting 2. think*  *3. is 4. go*  Example 1: *I find swimming interesting.*  **=> Structure: .... find sth/ doing sth + adj**  Example 2: *I think (that) swimming is interesting.*  **=> Structure: .... think (that) + sth/ doing sth + is + adj** |
| **3. Practice (15’)**  ***a, Aim:*** To help apply lexical items related to the topic to complete the sentence.  ***b, Contents:*** Ss work individually to complete the table and complete the sentence.  ***c, Outcome***: Ss can apply lexical items related to the topic to complete the sentence correctly.  ***d, Organization****:* | |
| - T asks ss to work individually and tick the appropriate boxes.  - Ss work individually to do the task.  - T calls some Ss to share the answers.  - Ss share the answers.  - T gives feedback and comments.  - T models the first sentence.  - T asks ss to work individually basing on their own table, then compare with your partners. Ss do it.  - T has some students write their sentences on the board. Ss do it.  - Other Ss and teacher give comments. | **2. Complete the table**  ***Suggested answer:***   |  |  |  |  | | --- | --- | --- | --- | |  | boring | unusual | interesting | | making pottery | √ |  |  | | dancing |  |  | √ | | making models | ……. | …….. | ………… | | carving wood | …….. | …….. | ………… |   **\* Complete the sentences:**  **E.g**: 1. I find making pottery boring because we have to sit still and make things by hands.  2. I think dancing is interesting because you can enjoy lovely melody of the music you like while you are dancing. ……………………………………. |
| **4. Application (12’)**  ***a, Aim:*** To help apply lexical items related to the topic to interview and make presentation.  ***b, Contents:*** Ss work in pairs to interview, then report individually to the class.  ***c, Outcome***: Ss can interview and make a good presentation.  ***d, Organization****:* | |
| - T asks ss to interview one of their classmates about his or her hobbies in **1** and take notes her/his answers. Ss work in pairs to do the task.  - T asks ss to take turns being the person who asks the questions. This student has to note down his/ her partner’s answers to report to the class later. Ss do this.  - T calls on some Ss to report the answers to the class. Ss do it.  - T and other Ss give comments. | **3. Now, interview a classmate about the hobbies in 1. Take notes and present your partner’s answers to the class.**  => ***Example:***  *You: What do you think about making pottery?*  *Mai: I think it is … / I find it …*  *You: Why?*  *Mai: Because …*  *You: Will you take up making pottery in the future?*  *Mai: Yes, I will./ I’m not sure.* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks ss to recall the structures showing someone’s opinion about smt/ doing sth.

- Consolidates more.

**\* Homework:** Asks Ss to:

+ Study the new words and structures.

+ Do exercise in workbook.

+ Prepare **Skills 1.**

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| **Week 2 - Period 6**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 1: MY HOBBIES**  **Lesson 5: Skills 1** |

**A. Objectives**

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

- read for general and specific information about an unusual hobby.

- talk about their hobby.

**1. Knowledge:**

- Vocabulary: lexical items related to hobbies

- Grammar: The present simple, the past simple.

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students love talking about some hobbies.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s & Students' activities** | **The main contents** |
| **1. Warm up (5’)**  ***a, Aim:*** To activate Ss with some background knowledge about the topic hobby.  ***b, Contents:*** Ss work in groups to add hobbies.  ***c, Outcome***: Ss can add as many hobbies as possible.  ***d, Organization****:* | |
| - T elicits the topic from students.  - Teacher models.  - T asks ss to work in groups to add as many hobbies as possible. Ss do it.  - T monitors and gets feedback.  - T asks ss to repeat all the words chorally. | **Brainstorming**  Suggested answers:  *+ making models*  *+ making pottery*  *+ dancing*  *+ ice-skating*  *+ collecting dolls*  *+ doing eggshell carving*  *...................................* |
| **2. Pre-reading (8’)**  ***a, Aim:***  **+** To help Ss know some vocabulary words related to the topic: My hobbies.  + To provide Ss some background knowledge about the reading text.  ***b, Contents:***  **+** Ss work individually to study vocabulary.  + Ss work in pairs to answer the questions.  ***c, Outcome***: Ss can know some vocabulary words related to the topic and they can get some background knowledge about the reading text well.  ***d, Organization****:* | |
| - T uses different techniques to teach vocabulary (situation, realia .....). T follows the seven steps of teaching vocabulary.  - Ss listen to the teacher’s model twice. Then Ss repeat in chorus and then individually. After that, Ss copy all the words in their notebooks.  - T asks Ss to work in pairs to look at the pictures and answer the three questions.  - Ss work in pairs to do task 1.  - T elicits the answers from Ss and quickly write them on the board.  - T asks Ss to quickly read the text and check their answers. | **\* New words:**  + carve (v): chạm, khắc (picture)  + eggshell (n): vỏ trứng (realia)  + a piece of art: tác phẩm nghệ thuật nhỏ (translation)  + gallery (n) : phòng trưng bầy (explanation)  + unique (adj): độc đáo (translation)  + fragile (adj): dễ vỡ (situation)  + (to) intend + to V: có xu hướng/ ý định (translation)  **1. Work in pairs. Look at the pictures and discuss the questions below.**  **Key:**  *1. I can see a teddy bear, a flower and a bird*  *2. They are made of eggshells.*  *3. The hobby is carving eggshells.* |
| **3. While – reading (15’)**  ***a, Aim:*** To help Ss read for specific information about an unusual hobby.  ***b, Contents:***  **+** Ss work individually to answer the questions.  + Ss work individually to complete the sentences with no more than three words.  ***c, Outcome***: Ss can read for specific information about an unusual hobby well.  ***d, Organization****:* | |
| - T asks Ss to Ss read the text again and answer the questions individually and then compare their answers with a classmate.  - Ss work individually, then compare the answers with their classmate.  - T asks Ss to write answers on the board.  - Ss write answer on the board.  - T checks and corrects.  - T asks Ss to complete the sentences individually.  - Ss can underline parts of the text that help them find the answers.  - Ss share their answers with a partner.  - T checks and confirm the correct answers. | **2. Read the text and answer the questions.**  **Key:**  *1. He thinks his father’s hobby is unusual because eggshells are very fragile and his father can make beautiful pieces of art from them.*  *2. He saw the carved eggshells for the first time in art gallery in the USA.*  *3. They find it difficult and boring.*  *4. Yes, he does.*  **3. Read the sentences below and use no more then three words from the text to complete them**  **Key:**  *1. carving eggshells.*  *2. the Us*  *3. the internet*  *4. time*  *5. gifts.* |
| **4. Post – reading (Speaking) (15’)**  ***a, Aim:*** To help Ss talk about their hobbies.  ***b, Contents:***  +Ss work in pairs to discuss the uses of carved eggshells.  + Ss work individually to complete the sentences with no more than three words.  ***c, Outcome***: Ss can talk about their hobbies fluently.  ***d, Organization****:* | |
| - T asks Ss to work in pairs to discuss the uses of carved eggshells. Ss do it.  - T encourages Ss to think creatively.  - T asks Ss to work in groups and take turns talking about their hobbies. They vote for the most exciting hobby. Ss do it.  - T calls on some Ss to talk about the most exciting hobby of their group.  - Ss perform in front of the class.  - T comments the sentences.  - T asks Ss to take turn to talk about the hobbies. | **4. Nick says that carved eggshells can be used as gifts for your family and friends. In pairs, discuss other uses of these pieces of artwork.**  Some uses:  decorations at home, souvenirs, lights (with bigger eggs)..  **5. Work in groups. Take turns talking about your hobbies.**  **Example**:  *My hobby is drawing .I started the hobby a year ago. It is easy because I learn how to draw in the class.I find this hobby useful becausethe drew pictures are unique gifts for family and friends.I think I will continue my hobby in the future.* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:** Consolidates ss more about the main content of the lesson.

**\* Homework:** Asks Ss to:

+ Learn by heart the new words.

+ Write about your own hobby.

+ Prepare **Skills 2.**

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| **Week 3 - Period 7**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 1: MY HOBBIES**  **Lesson 6: Skills 2** |

**A. Objectives**

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

- listen for specific information about an someone’s hobby.

- Write about one’s hobby.

**1. Knowledge:**

- Vocabulary: lexical items related to hobbies

- Grammar: Present simple

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students love talking about some hobbies.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s & Students' activities** | **The main contents** |
| **1. Warm up (5’)**  ***a, Aim:*** To help Ss talk about hobbies and lead in new lesson.  ***b, Contents:*** Ss work individually to answer the questions.  ***c, Outcome***: Ss can talk about hobbies fluently.  ***d, Organization****:* | |
| - T asks Ss to answer the question: *What will you mention when you talk about someone’s hobby?*  - Ss work individually to answer the questions.  - T gets feedback and write on the board.  - T leads ss to the new lesson. | ***\* Chatting:***  Name of the hobby  *+ The time you started the hobby*  *+ Your feeling about the hobby*  *+ Your future plan about the hobby* |
| **2. Pre – Listening (8’)**  ***a, Aim:*** To provide Ss some background knowledge about the listening text.  ***b, Contents:***  **+** Ss work in pairs to answer the questions.  + Ss work individually to guess and complete the word web.  ***c, Outcome***: Ss can have some background knowledge about the listening text.  ***d, Organization****:* | |
| - T asks ss to work in pairs to answer the questions. Ss work in pairs to answer.  - Ss share their answers.  - T monitors and accepts all answers provided that they make sense.  -T explains the way to listen to Mi’s hobby and asks them to guess and complete the word web. | **1. Questions and answers**  *+ Do you know anything about collecting glass bottles?*  *+ Do you think it is a good hobby? Why/ Why not?*  **Guess the world web:**  + What is Mi’s hobby ?(name of the hobby)  + When did she start the hobby?  +Who shares the hobby with Mi?  + To do this hobby what does Mi have to ?  + How does she feel about the hobby?  + Does she intend to continue her hobby in the future ? |
| **3. While Listening (10’)**  ***a, Aim:*** To help Ss listen for specific information about an someone’s hobby.  ***b, Contents:*** Ss work individually to complete the word web.  ***c, Outcome***: Ss can understand the listenning text by completing the word web correctly.  ***d, Organization****:* | |
| - T sets the scene: You are going to listen an interview about Mi’s hobby and complete the word web.  - Ss work individually to listen and complete the word web.  - Ss work in pairs to compare their answers with each other and with the word/phrase on the board.  - T plays the recording a second time for pairs to check their answers.  - T asks Ss to write the answers on the board. Ss do it.  - T checks and corrects. | **2. Listen and complete the word web**  **Key:**  *1. collecting glass bottles.*  *2. two years ago.*  *3. mother.*  *4. a,grandmother*  *b,flower;lamp*  *c,home*  *5. useful*  *6.continue the hobby: will.* |
| **4. Post – Listening (Writing) (20’)**  ***a, Aim:*** To help Ss know how to write about one’s hobby.  ***b, Contents:***  **+** Ss work in pairs to ask and answer about each other’s hobby, then take notes.  + Ss work individually to write a paragraph about their partner’s hobby.  ***c, Outcome***: Ss can write about one’s hobby well.  ***d, Organization****:* | |
| - T tells ss that they are going to write about a classmate’s hobby  - T asks ss to use the word web as a way to organize their ideas.  - Asks ss to work in pairs and interview each other about their hobbies basing on the word web and take notes.  - Teacher models with a student (***Ex: Lan***)  - Ss work in pairs to do task 4.  - T asks Ss to write their paragraphs individually based on the information in their word webs.  - T asks one St to write his/her paragraph on the board.  - Other Ss and T. comment on the paragraph on the board.  - T collects some writings to correct at home | **4. Ask and answer about each other’s hobby, then take notes**  ***Lan's hobby:***  *1. Name of the hobby: collecting waste paper*  *2. Started: 3 years ago*  *3. Person who shares he hobby with Nga*  *4. To do this hobby Nga has to:*  *a. collect paper after use*  *b. make flowers, dishes, toys. boxes...*  *c. use it for drawing if possible*  *5. Lan's feeling about the hobby: interesting, useful, protect the environment*  *6. Future: continue the hobby*  **5. Write a paragraph about your classmate’s hobby.**  **Suggested writing 1:** Lan *is my classmate. Her hobby is collecting waste paper. She started doing this three years ago. Her sister shares this hobby with her. They usually collect paper after use at school and at home too. They make some flowers, small dishes and even lovely toys from waste paper. Lan thinks collecting waste paper is interesting and useful. In the future she will continue the hobby because it can help save the environment.*  **Suggested writing 2:** *Hoa is my classmate. Her hobby is swimming. She started to swim one year ago. She usually goes swimming with her brother. She had to practice swimming gradually for this hobby. She finds this hobby interesting, relaxing and good for her health. In the future, she will go swimming more.* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Consolidates ss more about the main contents of the lesson.

**\* Homework:**

- Asks ss to:

+ Revise all the lexical items related bobbies.

+ Do ex E1, E2 (P. 9) in the workbook.

+ Prepare **Looking back and Project.**

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| **Week 3 - Period 8**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 1: MY HOBBIES**  **Lesson 7: Looking back and Project** |

**A. Objectives**

By the end of the lesson, ss will be able to master the main target items related to hobbies in Unit 1.

**1. Knowledge:**

- Vocabulary: lexical items related to hobbies

- Grammar: The present simple and the future simple tense.

Verbs of liking + V-ing.

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students love talking about some hobbies.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** T delivers Ss’ writing in the last lesson and give some general comments about Ss’ writings **(3’).**

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s & Students' activities** | **The main contents** |
| **1. Warm up (7’)**  ***a, Aim:*** To help Ss revise vocabularies about hobbies.  ***b, Contents:*** Ss work in groups to play the guessing game.  ***c, Outcome***: Ss can revise vocabularies about hobbies well.  ***d, Organization****:* | |
| - T divides the class into two big groups.  - T gives the definition of a hobby. (use the information in ***Activity 1*)**  *E.g:1. I have a lot of bottles, dolls or stamps. What is my hobby?*  - T asks ss to listen carefully and say aloud the name of the hobby. Who has the quicker and correct answer will get one point.  - Ss work in groups to do the task.  - T monitors and gets feedback. | **Guessing game**  **1. Complete the sentences with appropriate hobbies**  **Answer key**:   1. *Collecting* 2. *Bird-watching* 3. *Playing board games* 4. *Arranging flowers* 5. *Making pottery* 6. *Dancing* |
| **2. Vocabulary (10’)**  ***a, Aim:*** To help Ss revise vocabularies related to the topic “My hobbies”.  ***b, Contents:***  **+** Ss work individually to use the correct form of the verb.  + Ss work in pairs to add hobbies to each of the following lists.  ***c, Outcome***: Ss can revise vocabularies about hobbies and do vocabulary exercises correctly.  ***d, Organization****:* | |
| - T asks Ss to do this activity individually then compare their answers with a partner. Ss do it.  - Ss write answers on the board.  - T checks and confirms the correct answers.  - Then Ss read their sentences out loud for other Ss in the class to guess the hobby.  - T asks Ss to do this activity in pairs.  Ss do it.  - T calls some Ss to write answers on the board. Ss do it.  - T checks and confirms the correct answers. | **2. Put one of the verbs from the box in each blank. Use the correct form of the verb.**  **Key:**  *1. listens 2. go 3. plays*  *4. read 5. do 6. collect*  **3. Add hobbies to each of the following lists.**  **Key:**  **\* *Easy hobbies:***  *- collecting labels. -collectingleaves*  *- playing board games.*  ***\* Difficult hobbies:***  *- skating – cooking - painting*  ***\* Cheap hobbies***  *- collecting used books.- collecting leaves. - painting*  ***\* Expensive hobbies.***  *- collecting cars - taking pictures*  *- travelling.* |
| **3. Grammar (10’)**  ***a, Aim:*** To help Ss revise the present simple, the future simple and verbs of liking followed by gerund.  ***b, Contents:***  **+** Ss work individually to use the present simple or future simple form of each verb to complete the passage.  + Ss work individually to write true sentences about themselves.  ***c, Outcome***: Ss can revise the present simple, the future simple and verbs of liking followed by gerund and do grammar exercises correctly.  ***d, Organization****:* | |
| - T asks Ss to do this exercise individually then compare their answers with a partner. Ss do it.  - T calls on some Ss to give the answers.  Ss share the answers.  - T confirms the correct answers and writes them on the board.  - T asks Ss to do this exercise individually then compare their sentences with a partner. Ss do it.  - T calls on some Ss to write their sentences on the board. Ss do it.  - T gives feedback. | **4. Use the present simple or future simple form of each verb to complete the passage.**  **Key:**  *1. have 2. likes 3. plays*  *4. doesn’t like 5. enjoys*  *6. walks 7. will join 8. loves*  *9. don’t like 10. will read.*  **5. Write true sentences about yourself**.  **Key:**  *1. I like watching movies*  *2. I enjoy reading books.*  *3. I love gardening.*  *4. I don’t like making pottery.*  *5. I hate climbing mountains*. |
| **4. Communication (8’)**  ***a, Aim:*** To help Ss role - play to interviewthe other about his/her hobby.  ***b, Contents****:* Ss work in pairs to role play.  ***c, Outcome***: Ss can revise the present simple, the future simple and verbs of liking followed by gerund and do grammar exercises correctly.  ***d, Organization****:* | |
| - T asks Ss to work in pairs. One st interviews the other about his/her hobby.  - Ss work in pairs to do task 6.  - T asks some pairs to act out the interview in front of the class. Ss act out.  - T and other Ss vote for the best interview.  - T asks Ss to complete the self-assessment. Ss work individually.  - T finds out any difficult and weak areas from students.  - T provides further practice if necessary. | **6. Role-play**  **Example**:  *A: Good morning. Nice to meet you.*  *B: Good morning. Nice to meet you too.*  *A: Can I ask you some questions about your hobbies?*  *B: Yes, of course.*  *A: What is your favorite hobby?*  *B: It's .................*  \* **Self - assessment** |
| **5. Project (5’)**  ***a, Aim:*** To help Ss know how to do the project.  ***b, Contents****:* Ss work in groups to do the project.  ***c, Outcome***: Ss can know how to finish the project well.  ***d, Organization****:* | |
| **-** Collage: is the art of making a picture by ticking pieces of colourd paper, cloth, or photographs on to a surface.It can also a picture that you make by doing this.  - T asks Ss to read the four instructions in the book. Ss read.  - Ss work in group to do the project. | **PROJECT:** Hobby collage. |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation**

- Consolidates ss more about the main contents of the lesson.

**\* Homework:** Asks ss to:

+ Revise all the lexical items related hobbies.

+ Do exercises in the W. B.

+ Prepare **Unit 2. Getting started.**

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| **Week 3 - Period 9**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 2: HEALTH**  **Lesson 1: Getting started** |

**A. Objectives**

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

- extend vocabulary related to health issues.

- talk about health issues and give advice on healthy living.

- use “have a/ an; feel” to talk about health problems

**1. Knowledge:**

- Vocabulary: vocabulary related to heath issues.

- Grammar: Present simple; Imperatives; Comparatives

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students know how to express their health conditions and interact with each other about health.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** T checks Ss’ projects for Unit 1 and give comments on these projects **(3’).**

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s & Students' activities** | **The main contents** |
| **1. Warm up (3’)**  ***a, Aim:*** To provide Ss some words related to health.  ***b, Contents****:* Ss work individually to call out the words related to health.  ***c, Outcome***: Ss can know some words related to health well.  ***d, Organization****:* | |
| **Brainstorming**  - T writes the word ‘HEALTH’ on the board.  - T askes Ss to call out words related to health.  - Ss work individually to brainstorm words related to list.  - Ss share their words.  - T checks and gives feedback.  - T leads in new lesson. | **Strong sick** |
| **2. Presentation (10’)**  ***a, Aim:*** To help Ss recognize some vocabularies related to health and listen and identify the topic of the whole unit.  ***b, Contents:***  **+** Ss work individually to study vocabulary.  + Ss work in pairs to listen and read.  ***c, Outcome***: Ss can recognize some vocabularies related to health and listen and identify the topic of the whole unit well.  ***d, Organization****:* | |
| **-** T elicits the words from students.  - T uses different techniques to teach vocabulary.  - Ss listen, repeat and take notes in their notebooks.  => **Checking**: Rub out and remember  - T uses the picture to set the scene:  *+ What can you see in the picture?*  *+ What time is it?*  *+ What do you think the people in the picture are talking about?*  *+ Who do you think is healthier?*  - Ss answer the question as a class.  - T plays the recording the 1st time for Ss to listen and check their guess.  - Ss listen and check their guess.  - T play the recording the 2nd time for Ss to listen and read.  - Ss work in pairs to listen and read. | **\* Vocabulary**  *- down (adj) buồn, thất vọng.*  *- junk food (n) đồ ăn nhanh, đồ ăn vặt*  *- put on weight : tăng cân*  *- flu (n) bệnh cúm*  *- sunburn (n) bị cháy nắng*  *- spots (n) mụn nhọt*  *- allergy (n) dị ứng*  **\* Presenting the dialogue:**  **1. Listen and Read** |
| **3. Practice (22’)**  ***a, Aim:*** To help Ss understand the conversation, know how to use the lexical items in context and use imperatives to give advices.  ***b, Contents:***  **+** Ss work individually to find a word or phrase that mean.  + Ss work in pairs to find who wants to do the things.  + Ss work individually to match the health issues in the box with the pictures. Then listen and repeat.  + Ss work individually to rank the health issues from most common to least common.  + Ss work individually to match the correct advice with each person.  ***c, Outcome***: Ss can understand the conversation, know how to use the lexical items in context and use imperatives to give advices well.  ***d, Organization****:* | |
| - T asks Ss to complete the task individually. Ss do it.  - T calls Ss to give the answers. Ss share their answers.  - T checks and corrects.  - T asks Ss to read the conversation again and complete the table.  - Ss work in pairs to do task b.  - T corrects by asking Ss to tick the correct column. Ss do it.  - T asks Ss to look at the pictures. As a class Ss can call out which word they think matches each picture.  - T asks Ss to write the words below each picture individually. Ss do it.  - T plays the recording and Ss repeat.  - T corrects the exercise with the whole class.  - T then asks Ss to rank the health issues from most common to least common and share with a partner.  - Ss work individually, then share with a partner before giving answers to the teacher.  - T checks and gives feedback.  - T asks Ss to complete the matching activity individually. Ss do it.  - T calls Ss to give answers. Ss do it.  - T corrects the activity as a class. | **1a. Can you find a word or phrase that mean ?**  **Key:**  *1. Zooniverse*  *2. I don’t feel like it.*  *3. sound down*  *4. putting on weight*  *5. won’t take no for an answer*  **b. Read the conversation again. Who wants to do the following things?**  **Key:**  *1. Phong 2. Phong*  *3. Nick 4. Nick 5. Phong*  **2a. Match the health issues in the box with the pictures. Then listen and repeat.**  **Key**:  *1. e 2. f 3. d*  *4. c 5.b 6.a*  **2b. Which problems do you think are the most common with your classmates?**  **3. Now look at the advice. The people have the wrong advice. Can you match the correct advice with each person.**  **Key:**  *1. c 2. d 3. e 4.b 5.a* |
| **4. Application (5’)**  ***a, Aim:*** To help Ss practise speaking about healthy in real context.  ***b, Contents:*** Ss work in groups to play the game.  ***c, Outcome***: Ss can practise speaking about healthy in real context well.  ***d, Organization****:* | |
| - T makes cards with problems and advice.  - T divides the class in to two groups and gives one group “problem” cards and one group “advice ” cards.  - T asks Ss to walk the class and read their cards to each other and stand next to the person who has the matching advice or problem card.  - Ss work in groups to play the game. | **4. Game**  **Example**:  *A: I have spots.*  *B: Oh, I’m sorry. My advice is “Wear a sun hat”/ Yes! My advice is “Wash your face regularly”* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Consolidates ss more about the main contents of the lesson

**\* Homework:** Asks ss to:

- Learn by heart the new words related to heath

- Prepare **A closer look 1**.

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| --- | --- |
| **Week 4 - Period 10**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 2: HEALTH**  **Lesson 2: A closer look 1** |

**A. Objectives**

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

- use lexical items related to health issues and advice on healthy living;

- pronounce the sounds /f/ and /v/ correctly**.**

**1. Knowledge:**

*-* Vocabulary: vocabulary related to health and key to health.

- Grammar: *have a/an + N, have + N, feel + adj* to talk about health problems.

- Pronunciation: sounds / f / and / v /

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students can think of more words related to health and words with the two sounds above.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** T asks Ss to write new words in the old lesson **(3’).**

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s & Students' activities** | **The main contents** |
| **1. Warm up (5’)**  ***a, Aim:*** To help Ss review health issues and advice on health living.  ***b, Contents:*** Ss work in groups to play the game.  ***c, Outcome***: Ss can review health issues and advice on health living well.  ***d, Organization****:* | |
| - T divides the class into two groups and each group gives “problem” and other group gives “advice”  - Ss work in groups to play the game.  - T leads in new lesson. | **Game**  **Example**:  *Group 1: I have spots.*  *Group 2: Yes! My advice is “Wash your face regularly”* |
| **2. Presentation (10’)**  ***a, Aim:*** To help Ss recognize some lexical items related to the topic and know how to use “have a/ have/ feel”.  ***b, Contents:***  **+** Ss work individually to study new words.  + Ss work individually to write the problem below the picture of each patient.  + Ss work individually to study new grammar point.  ***c, Outcome***: Ss can realize some lexical items related to the topic and know how to use “have a/ have/ feel” well.  ***d, Organization****:* | |
| - T elicits some new words.  - Ss listen, repeat and copy in their notebooks.  => **Checking**: Matching. (Task 1)  - T explains the noun ‘patient’ to make sure that Ss are familiar with it.  - T asks Ss to do the exercise individually. Ss do it.  - Ss give the answers.  - T corrects the exercise as a class.  - T writes “*have a/an, have, feel*” on the board then asks ss to read the words from the first column. Ss read individually.  - T writes the words in a word web around “*have a/an*”. Ss take notes.  - T repeats for the next two columns. Ss listen. | **Vocabulary:**   |  | | --- | | *+ cough (n/v): ho* | | *+ headache (n): cơn đau đầu* | | *+ temperature (n): nhiệt độ* | | *+ earache (n): cơn đau tai* | | *+ sore throat (n): cơn đau họng* | | *+ weak (adj): yếu* | | *+ p****a****tient (n): bệnh nhân* | | *+ problem (n): vấn đề* |   **1. Look at the pictures. Write the problem below the picture of each patient**.  **Key**:  *1. Flu 2. Sunburn*  *3. Allergy 4. Tired/Weak*  **Grammar: Have a/ Have/ Feel**  ***Have a/ an:*** *cough, headache, sore throat, temperature, an allergy, a spot, (a) sunburn, a sickness …...*  ***Have:*** *(the) flu, stomachache, toothache, earache, spots……*  ***Feel****: sick, tired, weak, ……* |
| **3. Practice (20’)**  ***a, Aims:***  **+** To help Ss know how to use some lexical items related to the health  + To help Sspronounce the sounds /f / and /v/ isolation and in context.  ***b, Contents:***  + Ss work individually to read the doctor’s notes about his patients and fill in the missing words.  + Ss work in pairs to role-play the meeting with the doctor.  + Ss work individually to listen and circle the words you hear.  + Ss work individually to listen and circle the words with the /f/or /v/ sound. Then say the sentences.  ***c, Outcome***:  + Ss can know how to use some lexical items related to the health and do vocabulary exercises correctly.  + Sscanpronounce the sounds /f / and /v/ isolation and in context correctly.  ***d, Organization****:* | |
| - T asks Ss to do the exercise individually. Ss do it.  - Ss give the answers.  - T corrects the exercise as a class.  - T asks one St to come to the front of the class.  -T models the role- play in the book with the student. Ss watch carefully.  - Ss come to the front of the class.  - Ss practice their role-plays in pairs.  Some pairs perform their role-plays for the class.  - After each role-play T asks the class comprehension questions about what they just saw. Eg: *What was Mai’s problem? What advice did Dr. Thao have?*  - T may want to start by drilling the sounds /f/ and /v/ and asking Ss to think of any words they know with these sounds in them.  - Ss can write ideas on the board. Then, T says the words in 5 and asks the Ss to repeat. Ss listen and repeat.  - T plays the recording and has Ss circle the words they hear. T may play the recording as many times as necessary. Ss work individually.  - T checks and corrects.  - T asks ss to listen to the sentences once and repeat then asks ss to circle the words with /f/ or/v/ sounds. Ss work individually.  - T has ss listen to the recording again and gives the correct answers to the entire class. Ss give the answers.  - T checks and corrects. | **2. Read the doctor’s notes about his patients and fill in the missing words.**  **Key:**  *1. (a) sunburn 2. the flu*  *3. tired, temperature*  *4. sick, stomachache 5. sore throat*  **3. Role-play the meeting with the doctor.**  **Example:**  *Hi, doctor Thao.*  *Hi, Hung*  *I was outside all day yesterday. I feel very hot and my face is red.*  *I see. I think you have a sunburn.*  **5. Listen and circle the words you hear.**  **Key:**  *1. fat 2. ferry 3. vas*  *4. vault 5. save 6. leave*  **6. Listen and circle the words with the /f/or /v/ sound. Then say the sentences.**  **Key:**  *1. Fast, food*  *2. have, felt*  *3. fatter*  *4. having, lifestyle*  *5. give* |
| **4. Application (5’)**  ***a, Aim:*** To help Ss give a problem and advice about health.  ***b, Contents:*** Ss work in groups to make conversation.  ***c, Outcome***: Ss can make conversation about health issues and give advices fluently.  ***d, Organization****:* | |
| - T asks four Ss to model the example conversation. T may ask Ss to extend the conversation by trying to figure out what the most common health problem is in the group and then report back to the class.  - Ss work in groups to do task 4.  - Ss perform in the class.  - T gives feedbacks and comments. | **4. Choose a health problem. Work in groups. Tell your group about the last time you had that problem.**  **Example**:  *A: I had flu two weeks ago.*  *B: Me too, I felt so weak.*  *C: Oh. I had a sore throat yesterday.*  *D: I had toothache. I think I ate too many sweets.* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:** Consolidates ss more about the main content of the lesson

**\* Homework**: Asks Ss to:

- Practice the words with the two sounds above.

- Do ex A1, B1, B2 and B3 (P.10 -11) in the workbook.

- Prepare **A closer look 2.**

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| **Week 4 - Period 11**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 2: HEALTH**  **Lesson 3: A closer look 2** |

**A. Objectives**

By the end of the lesson, ss will be able to give direct commands, orders or suggestions using imperatives and know how to use compounds sentences.

**1. Knowledge:**

- Vocabulary: vocabulary related to health

- Grammar: Imperatives; Compound sentences

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students can be aware of protecting their health.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** T asks Ss to write new words in the old lesson **(3’).**

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s & Students' activities** | **The main contents** |
| **1. Warm up (3’)**  ***a, Aim:*** To help Ss revise imperative sentence.  ***b, Contents:*** Ss work individually to do some simple classroom commands.  ***c, Outcome***: Ss can revise imperative sentence.  ***d, Organization****:* | |
| -T asks students to do some simple classroom commands.  - Ss do the commend as the T says it. | **Example**:  - Stand up, sit down, raise your hand,  - Open your book, close your book... |
| **2. Prsentation (10’)**  ***a, Aim:*** To help Ss know how to use imperatives with more and less and compound sentences.  ***b, Contents:*** Ss work individually to study imperatives with more and less and compound sentences.  ***c, Outcome***: Ss can recognize how to use imperatives with more and less and compound sentences clearly.  ***d, Organization****:* | |
| - T gives some example and explains to chidren about the imperative. Ss listen.  - T gives the use: We can use the imperative for direct commands, orders or suggestions. Ss listen and take notes.  - T asks sts to read the imperative in the yellow box. Ss read.  -T checks the Ss comprehension byasking some questions.  Eg:  *- When I feel tired should I sleep more or less ?*  *-What should I do If I want to lose weight ?*  *- What should I do If I want to get a good mark?* | **Grammar 1: Imperatives with more and less**  Eg: - Do more exercise.  - Watch less TV.  \* Câu mệnh lệnh dùng để hướng dẫn, ra lệnh, yêu cầu hoặc gợi ý. |
| - T writes the word: CONJUNTION on a big piece of paper.  - T writes: AND, BUT, OR, SO on the board then asks ss : *What these words are called.*  - T asks 2 ss to go to the front of the class. T brings out the paper with ***CONJUNCTION*** written on it and asks 2 ss each hold the paper with one hand.  - T asks how a conjunction works and ss can answer. Ss do it.  - T asks ss to read through the yellow box. Ss read the box. | **Grammar 2: Compound sentences**  => ***Compound sentences***: *When we want to join two ideas, we can link two simple sentences to form a compound sentences, we can use* ***and*** *(for addition),* ***or*** *(for choice),* ***but*** *(for a contrast),* ***so*** *(for a result).*  *There is usually is comma (,) after the first independent clause*  *=>* ***Notes****:*  *+* c**o**mpound(n): ghép  + indep**e**ndent (adj): độc lập  + co**o**rdinate (v): kết hợp  + conj**u**nction (n): liên từ  + clause (n): mệnh đề  + or ( conj): hoặc là  + so (conj): vì vậy  + join (v): nối |
| **3. Practice (22’)**  ***a, Aim:*** To help Ss apply the grammar points of imperatives with more and less and compound sentences to do exercises.  ***b, Contents:***  **+** Ss work individually to give advice to each person in the picture.  + Ss work in groups to choose 6 pieces of advice are most important for teen.  + Ss work individually to fill in the blanks to complete their top six health tips  + Ss work individually to make compound sentences.  + Ss work individually to match the beginnings of the sentences with the picture that complete them.  ***c, Outcome***: Ss can apply the grammar points of imperatives with more and less and compound sentences to do exercises correctly.  ***d, Organization****:* | |
| - T asks Ss to look at the four pictures. T asks some questions about pictures. Ss listen and answer.  - T asks Ss to give advice to each person in the picture.  - Ss work individually, then give the answers.  - T checks and corrects.  - T asks ss to look at the yellow Grammar box again then work in groups of 4 ss to choose 6 pieces of advice are most important for teen. Ss work in groups.  - T lets ss discuss their idea in their groups. Ss work in groups.  - T asks some groups to represent their ideas. Ss do it.  - T gives feedback.  - T asks Ss to read through the Teen Health Website individually and complete the headings.  - Ss work individually, then give the answers.  - T checks and corrects.  - T asks Ss to complete the exercise individually. Ss complete sentences.  - T asks Ss to write answers on the board.  - Ss write answers on the board.  - T corrects the exercise with the class.  - T asks Ss to complete the exercise individually. Ss do it.  - T asks Ss to give the answers. Ss do it.  - T corrects the exercise with the class. | **1. Which advice would you give to each of these people? Use the imperatives with more or less above.**  **Suggested answers:**  *a. Eat more fruit/ vegetables. / Sleep more. /Wash your hands more.*  *b. Watch less TV. / Spend less time playing computer games.*  *c. Do more exercise/ Eat less junk food.*  *d. Sunbathe less.*  **2. Top Health Tips for Teens**  **Example**: *I think the tip “Watch less TV” is the most important because most students in my class spend much time watching TV.*  **3. Fill in the blanks to complete their top six health tips.**  **Key:**  *1. Do more exercise!*  *2. Sleep more!*  *3. Eat less junk food*  *4. Wash your hands more.*  *5. Watch less TV*  *6.Spend less time playing computer games.*  **4. Make compound sentences**  **Key:**  *1. I want to eat some food, but I have a sore throat.*  *2. The Japanese eat healthier, so they live for a long time.*  *3. I feel tired, and I feel weak.*  *4. You can go and see the doctor, or you can go to bed now and rest.*  **5. Match the beginnings of the sentences with the picture that complete them.**  **Key**  *1. a 2.c 3. a 4. b* |
| **4. Application (5’)**  ***a, Aim:*** To help Ss make sentences in real situations.  ***b, Contents:*** Ss work individually to make sentences in real situations.  ***c, Outcome***: Ss can make sentences in real situations well.  ***d, Organization****:* | |
| - T asks ss to work individually. Ss do it.  - T calls on some ss to read the complete sentences. Ss do it.  - T checks and corrects ss’ answers. | **6. Complete the 2nd part of the compound sentences.**  **Possible answer**:  *1. …….., so he doesn’t have a flu.*  *2. ……, and he doesn’t do exercises.*  *3. ……., or she should try to relax more.*  *4. ……., but she does exercises too* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:** Consolidates ss more about:

- Imperatives with “more/ less”

- Compound sentences (Conj: and, but, or, so)

**\*** **Homework:** Asks Ss to:

- Learn by heart the new words.

- Prepare ***Communication*.**

- Revise for the **Test 15’ (1).**

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| **Week 4 - Period 12**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 2: HEALTH**  **Lesson 4: Communication + Test 15’** |

**A. Objectives**

By the end of the lesson, ss will be able to give opinion about some ideas which are true/ false for health.

**1. Knowledge:**

- Vocabulary: vocabulary related to health

- Grammar: Imperatives; Compound sentences

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students can be aware of protecting their health.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Test 15’**

**Written test 15’ English 7 (No 1)**

**I. Read the passage and choose the best answer (6pts)**

Hang is my classmate. Her hobby is swimming. She started swimming a year ago when her father taught her how to swim in the village river for the first time. She often goes swimming with her younger brother. She has to practice swimming gradually for this hobby. She finds this hobby interesting and relaxing. She will continue this hobby in the future.

1. What is Hang’s hobby?

A. swimming B. swim C. relaxing

2. When did she start her hobby?

A. 2 years ago B. a year ago C. 3 years ago

3. Who taught her to swim?

A. her younger brother B. her classmate C. her father

4.What does she do for her hobby?

A. She often goes swimming with her younger brother.

B. She has to practice swimming gradually for this hobby.

C. Both A and B.

5. Does she find her hobby relaxing?

A. Yes, she does. B. No, she doesn’t. C. No, she does.

6. Will she stop her hobby in the future?

A. No, she won’t. B. No, she will. C. Yes, she will.

**II. Complete the word in each sentence below (4pts)**

1. Hung likes planting trees and flowers. His hobby is **g**……………

2. She enjoys watching birds in the nature. Her hobby is **b**……

3. They really like moving their body to music. Their hobby is **d**…………

4. If you have a lot of stamps, your hobby is **c**………………………………..

**Answer key**

**I. Read the passage and choose the best answer.** (*1pt for each correct sentence*)

1. A 2. B 3. C 4. C 5. A 6. C

**II. Complete the word in each sentence below** (*1pt for each correct sentence*)

1. gardening 2. bird-watching 3. dancing 4. collecting stamps

**Written test 15’ English 7 (No 2)**

**Exercise 1: Choose the best answer (6 marks).**

1. He keeps sneezing and his nose is running. He has *……. (headache/ flu/ earache)*

2. A: I’m putting on weight.

B: Eat …………junk food. *(more/ less/ fewer)*

3. We should spend ………. time playing computer games. *(more/ less/ fewer)*

4. Wear a hat, ………you’ll get sunburnt. *(and/ or/ but)*

5. To stay healthy, you should eat ……. vegetables. *(more / less/ fewer)*

6. You eat too many sweets. I think you have ………. *(toothache/ headache/flu).*

**Exercise 2: Combine the following sentences, using the suggested words (4pts)**

1. This afternoon you can play badminton. You can go swimming. (or)

2. They have good diets. They live longer. (so)

3. I want to eat some food. I have a sore throat. (but)

4. I feel tired. I feel weak. (and)

**Answer keys**

**Exercise 1: Choose the best answer** (*1pt for each correct sentence*)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. flu | 2. less | 3. less | 4. or | 5. more | 6. toothache |

**Exercise 2: Combine the following sentences, using the suggested words** (*1pt for each correct sentence*)

1. This afternoon you can play badminton, or you can go swimming.

2. They have good diets, so they live longer.

3. I want to eat some food, but I have a sore throat.

4. I feel tired, and I feel weak. / I feel weak, and I feel tired.

**2. New lesson:**

|  |  |
| --- | --- |
| **Students’ and teacher’s activities** | **Contents** |
| **1. Warm up (4’)**  ***a, Aim:*** To help Ss review some imperatives.  ***b, Contents:*** Ss work individually to brainstorms about things that are healthy or unhealthy.  ***c, Outcome***: Ss can review some imperatives well.  ***d, Organization****:* | |
| - T writes the words Healthy and Unhealthy on the board.  - The class brainstorms about things that are healthy or unhealthy.  - Ss work individually.  - T leads in new lesson. | **Brainstorming**  Do exercise Stay up late |
| **2. Presentation (4’)**  ***a, Aim:*** To help Ss recognize some lexical items related to the topic.  ***b, Contents:*** Ss work individually to study vocabulary.  ***c, Outcome***: Ss can recognize some vocabularies related to the topic “Health” well.  ***d, Organization****:* | |
| - T elicits new words, using different techniques to teach vocabulary.  - Ss listen, repeat and copy in their notebooks.  => **Checking**: Matching. | **\* Vocabulary**  *Myth (n): huyền thoại, việc hoang đường*  *Sushi (n): su- si*  *Vitamin (n): Vitamin*  *Sleeping in (n): ngủ nhiều*  *Vegetarian (n): Người ăn chay* |
| **3. Practice (15’)**  ***a, Aim:*** To help Ss identify health facts and myths and give opinion about some ideas which are true/ false for health.  ***b, Contents:***  **+** Ss work in pairs to discuss the sentences.  + Ss work individually to listen and check their answers.  + Ss work in groups to discuss the questions.  + Ss work in groups to think of some ideas about health that is true.  ***c, Outcome***: Ss can identify health facts and myths and give opinion about some ideas which are true/ false for health well.  ***d, Organization****:* | |
| - T divides the class into pairs and asks them to complete the exercise by ticking the sentences they think are true and putting a cross next to the sentences they think are F or M. Ss work in pairs.  -T gives the Ss 2-3 minutes to complete the exercise.  -T chooses a few groups to share their answers with the class.  - T asks Ss to close their books, listen, and take notes. Ss work individually.  - T plays the recording.  - Ss then open their books and correct their answers using their notes (or from memory).  - T asks Ss to work in groups, as suggested in the student’s book.  - T divides Ss into groups and has them complete the exercise. T sets a time limit.  - Ss work in groups to discuss.  - T goes around to provide help if necessary.  - T asks Ss to work in groups to do task 4. Ss work in groups.  - T goes around to observe and provide help if necessary. | **1. Discuss these sentences.**  **2. Listen to the radio show about “health facts or myth’s and check your answers in 1.**  **Key**  *1. M 2.M 3. F 4. F 5.F 6.F*  **3. Discuss the following in groups.**  Example*:*  *Eating more fresh fish like sushi, and you will be healthier. Because I think that eating the raw fish or meat is not for your health. It can make you have stomachache.……………*  **4. Think of some sentences about health that are not true. Then think of some that are false.**  **Example**:  *1. You can avoid some disease by keeping yourself clean (true)*  *2. You will turn when you eat a lot of oranges.* |
| **4. Application (5’)**  ***a, Aim:*** To help Ss indentify the health facts that are true.  ***b, Contents:*** Ss work in groups to test another group to see how many of their health myths they can spot.  ***c, Outcome***: Ss can identify the health facts that are true well.  ***d, Organization****:* | |
| - When the time limit for exercise 4 is finished, T puts groups together to quiz one another.  - In order to keep things organized, each group chooses one spokesperson for the group.  - The spokesperson can consult his/her group, but the spokesperson is the only one who can answer.  - Ss present in the class.  - T gives feedbacks and comments. | **5. Test another group to see how many of your health myths they can spot.**  => **Possible answer:**  *+You can avoid some disease by keeping yourself clean. ( T)*  *+ You will turn orange when you eat a lot of oranges. (F)*  *+ You will be sick if you eat dirty vegetables. (F)*  *+ You hair will be longer when you eat the top of a sugar cane. (F)*  *+ We shouldn't quit our breakfast because it is very important. (T)*  *+ Women after bearing shouldn’t take a bath for a long time. (F)* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Consolidates ss more about the main content of the lesson

**\* Homework:** Asks Ss to:

- Learn new words.

- Do ex C1 (P.13) in the workbook.

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| --- | --- |
| **Week 5 - Period 13**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 2: HEALTH**  **Lesson 5: Skills 1** |

**A. Objectives**

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

- Read for specific information about number of calory take-in.

- Talk about calories used for everyday activities.

**1. Knowledge:**

- Vocabulary: vocabulary related to health

- Grammar: Present simple.

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students can evaluate the benefits of eating on diet.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Students’ and teacher’s activities** | **The main contents** |
| **1. Warm up (3’)**  ***a, Aim:*** To activate Ss with some background knowledge about the reading text.  ***b, Contents:*** Ss work individually to brainstorm any words related to calorie.  ***c, Outcome***: Ss can brainstorm many words related to calorie.  ***d, Organization****:* | |
| - T writes the word CALORIE on the board.  - T brainstorms with the class any words that they associate with CALORIE. Ss work individually to add words they know.  - T leads in new lesson. | **Brainstorming**  - Food, drink… |
| **2. Pre-reading (12’)**  ***a, Aim:***  **+** To help Ss know some vocabulary words related to the topic “Health”.  + To provide Ss some background knowledge about the reading text.  ***b, Contents:***  **+** Ss work individually to study vocabulary.  + Ss work individually to read the text quickly and match the correct headings with the paragraphs.  + Ss work in pairs to find the words/ phrases in the text, discuss the meaning of each word/ phrase, then check the meaning.  ***c, Outcome***: Ss can know some vocabulary words related to the topic and have some background knowledge about the reading text well.  ***d, Organization****:* | |
| - T uses different techniques to teach vocabulary (situation, realia .....). T follows the seven steps of teaching vocabulary.  - Ss listen to the teacher’s model twice. Then Ss repeat in chorus and then individually. After that, Ss copy all the words in their notebooks.  - T asks Ss to complete the exercise.  - Ss work individually to do task 1.  - Ss give the answers.  - T checks.  - T asks students to work in pairs to complete task 2 . Ss can use dictionaries and work in pairs to do task 2.  - T elicits the meaning of words from different groups.  - T checks and correcrs. | **Vocabulary**:   |  |  |  | | --- | --- | --- | | *+ c****a****lorie* | *(n)* | *ca lo* | | *+ am****ou****nt* | *(adj)* | *lượng* | | *+* ***e****nergy* | *(adj)* | *năng lượng* | | *+ chart* | *(n)* | *bảng biểu* |   **1. Match the correct headings with the paragraphs**.  **Key:**  *1. b 2. a 3. C*  **2. Find the following words/ phrases in the text. Discuss the meaning of each word/ phrase. Then check the meaning.**  **Answer key:**  ***+ essential -*** *necessary*  ***+ pay attention -*** *notice, be aware*  ***+ diet (n) -*** *the food you eat on daily basics*  ***+ diet (v) -*** *mean a special eating tontine**to lose weight or accomplish another health goal*  ***+ expert -*** *someone who has studied a lot about a subject or topic and understand it well* |
| **3. While – reading (8’)**  ***a, Aim:*** To help Ss read for specific information about number of calory take-in.  ***b, Contents:*** Ss work individually to answer the questions.  ***c, Outcome***: Ss can read for specific information about number of calory take-in and do reading exercises correctly.  ***d, Organization****:* | |
| - T asks Ss to complete the activity individually.  - Ss work individually to do the task.  - T asks Ss to write answers on the board. Ss do it.  - T corrects the answers with the class. | **3. Answer the following questions.**  **Key:**  *1. A calorie is energy that helps us do our everyday activities.*  *2. If we eat too many calories we get fat.*  *3. To stay healthy you need between 1,600 and 2,500 calories.*  *4. Sports activities and running use a lot of calories.*  *5. People listen to his advice because he is an expert.* |
| **4. Post – reading (Speaking) (20’)**  ***a, Aim:*** To help Ss talk about calories used for everyday activities.  ***b, Contents:***  +Ss work in pairs to discuss the questions.  + Ss work individually to complete the table.  + Ss work individually to make presentation.  ***c, Outcome***: Ss can talk about calories used for everyday activities fluently.  ***d, Organization****:* | |
| - T draws Ss attention to the table and explains that the activities are listed next to the number of calories used in one hour. Ss listen.  - T puts Ss in pairs and asks them to discuss the questions. Ss work in pairs.  - T walks around the room monitoring. When Ss have finished discussing the questions, T asks them to move on to task 5.  - T asks Ss to complete the table individually. Ss work individually.  - T gets Ss to share the table to with their partner. Ss share with their partner.  - T can make a model.  - T calls some Ss to speak in front of the class. Ss work individually.  - T gives comments and corrects if any mistakes of pronunciation. | **4. Look at the table and discuss the following questions.**  *1. Because our bodies need them*  *2. Gardening uses more calories than walking.*  **5. Choose two or three activities you like to do. Complete the chart about those activities.**  **6. Present your table to the class.** |

**3. Consolidation and guides for homework (2’)**

**1. Consolidation:**

- Consolidates ss more about the main content of the lesson

**2. Homework:** Asks Ss to:

- Learn new words.

- Do ex D1 and D2 (P. 13 – 14) in the workbook.

- Prepare **Skills 2.**

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| **Week 5 - Period 14**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 2: HEALTH**  **Lesson 6: Skills 2** |

**A. Objectives**

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

- Listen for specific information about health problems and advices.

- Write about health advices.

**1. Knowledge:**

- Vocabulary: vocabulary related to health

- Grammar: Imperative with more and less, compound sentences, should/shouldn’t, present simple.

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students can be aware of how to keep fit.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** T asks Ss to talk about calories they use every day (3’).

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **The main contents** |
| **1. Warm up (3’)**  ***a, Aim:*** To help Ss pay attention to the lesson.  ***b, Contents:*** Ss work individually to answer the questions.  ***c, Outcome***: Ss can answer the question well.  ***d, Organization****:* | |
| - T asks Ss to answer the following questions  *+ Do you often play sports?*  *+ What sports do you like?*  *+ How important is playing sports regularly?*  *+ What should we do to keep fit? ……….*  - Ss work individually to answer.  - T leads in new lesson. | **Chatting** |
| **2. Pre – Listening (8’)**  ***a, Aim:*** To provide Ss some vocabulary and background knowledge about the listening text.  ***b, Contents:***  **+** Ss work individually to study new words.  + Ss work individually to guess and complete the word web.  + Ss work individually to listen and tick.  ***c, Outcome***: Ss can have some vocabulary and background knowledge about the listening text.  ***d, Organization****:* | |
| - T uses different techniques to present the new words and follows seven steps of teaching new target items.  - Ss listen carefully the T’s models, repeat chorally, then individually and copy down.  => **Checking**: Rub out and remember. | **Vocabulary:**   |  | | --- | | *+ tri****a****thlon (n): môn thể thao thi đấu 3 môn phối hợp* | | *+ maintain (v): duy trì* | | *+ count (v): tính toán* | | *+ pattern (n): mẫu* | |
| -T explains the pictures about the Olympic rings.  - T asks Ss to discuss by answering some questions in pairs.  - Ss work in pairs to discuss, then share their ideas with the class.  - T checks and corrects.  - T goes through the questions.  - T plays the recording twice and asks ss to circle the problems they hear. Ss work individually.  - T asks ss to compare the answers with a partner. Ss compare with a partner.  - T gives feedback and confirms the correct answer. | **1. Look at the picture below. Discuss the following questions with a partner.**  **More questions:**  *+ What kind of person can you do the Ironman?*  *+ What kind of skills does a person need to do the Ironman?*  **2. Listen and tick**  => **Answer key**: *sick, allergy* |
| **3. While Listening (16’)**  ***a, Aim:*** Listen for specific information about health problems and advices.  ***b, Contents:***  + Ss work individually to listen and tick the advice.  + Ss work individually to listen and choose True or False.  + Ss work in groups to discuss the questions.  ***c, Outcome***: Ss can listen for specific information about health problems and advices and do listening exercises correctly.  ***d, Organization****:* | |
| - T asks Ss to listen to the recording again and choose the right respond.  - Ss work individually to do task 3.  - Ss give the answers.  - T corrects.  - T has Ss complete the task individually. Ss work individually.  - T can ask an early finisher to come up to the board and write his/her answers on the board and the class can check them.  - T checks and corrects.  - T divides the class in to groups and give them a time limit for discussion and feedback as a class. Ss work in groups.  - Ss read their answer.  - T checks and gives feedback. | **3. Listen to the interview again. What advice does he give about preparing for the event?**  **Key:**  *+ Do more exercises*  *+ Sleep more*  *+ Eat more fruit/ vegetables*  **4. Are the following sentences true (T) or false (F)**  **Key:**  *1. T 2. F 3. F 4. F 5. T*  **5. Discuss in groups.** |
| **4. Post – Listening (Writing) (13’)**  ***a, Aim:*** To help Ss know how to write about health advices.  ***b, Contents:***  + Ss work individually to match the problems with the answers.  + Ss work in pairs to write the problem and the reply..  ***c, Outcome***: Ss can write about health advices well.  ***d, Organization****:* | |
| - T helps ss understand what they have to do in this activity.  - T asks ss to work individually to finish the exercise. Ss work individually.  - Ss give the answers.  - T corrects and gives feedback.  - T gives structure about advice. Ss take notes in their notebooks.  - T asks ss to work in pairs to write the health problem and the responses. Ss work in pairs.  - Calls some pairs to share their problems and responses with the class. Ss do it.  - T and others comment. | **6. Match the problems with the answers.**  **Key:**  1.c 2.b 3.a  **\* Structure: advice**  => ***To give advice, you can use***:  *+ You should...*  *+ You can .......*  *+ It will be good if you......*  *+ Do something more/ less ........*  **7.** **Choose one of the problems. Student A writes the problem, student B writes the reply.**  **=> Possible answer:**  **A:** *Dear Dr Law,*  *Yesterday, I played outside all day. Now, I have sunburn and my face is red. I also have temperature.*  *What should I do now?*  *Thank you!*  *Anna*  **B:** *Dear Anna,*  *I think you should drink orange juice and put yoghurt on your face skin. You can take medicine to relieve your temperature.*  *Stay healthy,*  *Dr Law* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Consolidates ss more about the main contents of the lesson.

**\* Homework:** Asks Ss to:

- Asks ss to:

- Learn new words.

- Do ex E1 (P.16) in the workbook.

- Prepare **Looking back and Project.**

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| **Week 5 - Period 15**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 2: HEALTH**  **Lesson 7: Looking back and Project** |

**A. Objectives**

By the end of the lesson, ss will be able to master the main target items related to health in Unit 2.

**1. Knowledge:**

- Vocabulary: vocabulary related to the topic health.

- Grammar: Imperatives with “*more/ less*”; Compound sentences with Conjunctions.

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students can be aware of how to keep fit.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **The main contents** |
| **1. Warm up (8’)**  ***a, Aim:*** To help Ss revise vocabularies about health.  ***b, Contents:*** Ss work in groups to write the health problems based on the student’s gestures.  ***c, Outcome***: Ss can revise vocabularies about health well.  ***d, Organization****:* | |
| - T divides the students into two teams  - T calls on one student to come to the front of the class and read sentence by sentence in 1 and use gesture to express in 5 minutes.  - The members in two teams must go to the board and write the health problems.  - Tells ss the team with more correct health problems is the winner.  - Ss work in groups.  - T leads ss to the new lesson. | **1. What health problem?**  **=> Answer key**:  *a****.*** *sunburn*  *b. spots*  *c. put on weight*  *d. stomachache*  *e. flu* |
| **2. Vocabulary (5’)**  ***a, Aim:*** To help Ss revise vocabularies related to the topic “Health”.  ***b, Contents:*** Ss work individually to write the health problem below each person.  ***c, Outcome***: Ss can revise vocabularies about health and do vocabulary exercise correctly.  ***d, Organization****:* | |
| - T asks ss to work individually to write the health problem in each picture. Ss work individually.  - T asks Ss to go to the board to write the answers. Ss do it.  - T checks and confirms the correct answers. | **2. Write the health problem below each person.**  => **Answer key:**  *1. sunburn*  *2. putting on weight*  *3. sunburn*  *4. sick/ stomachache*  *5. flu* |
| **3. Grammar (10’)**  ***a, Aim:*** To help Ss revise imperative with more and less and compound sentences.  ***b, Contents:***  **+** Ss work individually to complete the health tips.  + Ss work in pairs to draw a line to link a simple sentence, to a coordinator, to another simple sentence.  ***c, Outcome***: Ss can revise imperative with more and less and compound sentences and do grammar exercises correctly.  ***d, Organization****:* | |
| - T asks Ss to complete the exercise individually.  - Ss can complete the exercise individually.  - T calls some Ss read their answers. Ss read the answers.  - T corrects.  - T asks Ss work in pairs to do task 4. Ss work in pairs.  - T calls some Ss read their answers. Ss read the answers.  - T corrects. | **3. Complete the health tips below.**  **Key:**  *1. less*  *2. more*  *3. more*  *4. Go outside…*  *5. Watch less TV…*  *6. Do more exercise*  **4. Draw a line to link a simple sentence, to a coordinator, to another simple sentence.**  **Suggested answers:**  *1. I want to eat some junk food, but I am putting on weight.*  *2. I don’t want to be tired tomorrow, so I should go to bed early.*  *3.I have a temperature, and I feel tired.*  *4. I can exercise every morning, or I can cycle to school.* |
| **4. Communication (15’)**  ***a, Aim:*** To help Ss discuss about health problems.  ***b, Contents****:*  + Ss work in pairs to role play.  + Ss work in pairs to discuss the sentences about health.  ***c, Outcome***: Ss can discuss about health problems well.  ***d, Organization****:* | |
| - T can divide the Ss into pairs.  - T can ask one pair to come up and role-play the example in the book. Ss work in pairs.  - T can choose a pair or two to do their role – plays in front of the class.  - T gives feedback and comments.  - Ss can remain in the same pairs as in exercise 5 and discuss the sentences in 6.  - T can set a time limit and after a few minutes Ss can report back to the class. The class can decide what’s true and what’s a myth.  - Ss work in pairs.  - Ss perform in the class.  - T gives feedback and comments. | **5.Choose one of the following health problems. Role play a discussion. Student A is the patient. Student B is the doctor.**  **Example:**  *A: Hi, doctor. I feel weak and sick.*  *B: Did you have enough calories? You should eat more, and I think you should get more exercise too.*  *A: OK. Thank you doctor*  **6. Discuss the following sentences about health with a partner. Do you think they are facts or myths?**  E.g: When you have a headache, you should rub an egg on your head.  A: I don’t think this is true. It’s a myths.  B: Yes, I agree/ No, I disagree….. |
| **5. Project (5’)**  ***a, Aim:*** To help Ss know how to do the project.  ***b, Contents****:* Ss work in groups to do the project.  ***c, Outcome***: Ss can know how to finish the project well.  ***d, Organization****:* | |
| - This project can be done as homework.  the groups should discuss the main health problems they discovered and what they would like to do to fix them.  - Ss work in groups to finish the project at home. | **PROJECT: HEALTH SURVEY** |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation**

- Consolidates ss more about the main contents of the lesson

**\* Homework**: Asks ss to:

- Revise all the lexical items related health.

- Finish the project.

- Prepare **Unit 3. Getting started.**

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| **Week 6 - Period 16**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 3: COMMUNITY SERVICE**  **Lesson 1: Getting started** |

**A. Objectives**

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

- Use the lexical items related to the topic community service and volunteer work.

- Understand the content of the reading text about specific information about community service and volunteer work.

- Talk about community service and volunteer work.

**1. Knowledge:**

- Vocabulary: vocabulary related to community service (volunteer, donate; provide, benefit, encourage…)

- Grammar: Present simple;

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students can have good attitude community service and volunteer work.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

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| --- | --- |
| **Teacher’s and Students’ and teacher’s activities** | **The main contents** |
| **1. Warm up -5’**  *a.Aim:* To attract Ss’ attention to the lesson and to lead in the new lesson.  *b. Contents :* Look at the picture and answer some questions.  *c. Outcome:* Ss can prediction questions about the picture and attract to the lesson.  *d. Organization:* | |
| -T asks Ss to open their books to the picture.  - T can ask Ss prediction questions about the picture.  Ss answer the questions as a class. | + What can you see in the picture ?  + Who do you think they are ?  + What are they talking about? |
| **2. Presentation- 10’**  ***a. Aim:*** Help Ss listen and read the conversation then do exercises and answer the questions.  ***b, Contents:*** Ss learn some vocabularies  + Listen and read  + Read the conversation again and tick T (true) or F (False).  + Read the conversation again. Answer the following questions  ***c, Outcome***: SS can know how to read some vocabulary words and its meaning related to the topic.  ***d, Organization:*** | |
| - T presents some new words  - T plays the recording and has Ss follow along. After the first listening, T asks Ss to recall in formation from the listening.  + Globe Citizen is……( the name of the radio programme)  + Hai Ba Trung School / is…(the school where Mai and Phuc go to )  + Be a Buddy is…( the organisation that Mai is from)  + Go green is….(the organisation that Phuc is from.  - Ss work individually to answer the questions.  - Ss compare their answer with a partner and then discuss as a class.  -T writes the correct answers on the board.  -Ask them to answer the questions.  - T explains to Ss that make | **I- Listen and read**  ***a. Read the conversation again and tick T (true) or F (False).***  1.T 2. T  3. T 4. F 5. T  ***b.Read the conversation again. Answer the following questions***  1. Make a difference : not the same  2. It plants trees...  3. It’s a non-profit organization |
| **3. Practice- 15’**  ***a. Aim:*** Help Ss understand the conversation and use Nouns, verbs and Adjectives to do exercises.  ***b, Contents:*** Ss do the following tasks:  + Look at the words in the box. Can you put them in the right groups ?  + Fill the gaps with the words in the box.  + Describe the pictures with the verbs in  +Create word webs.  ***c, Outcome***: Ss can more understand the conversation and know how to use Nouns, verbs and Adjectives to do exercises well.  ***d, Organization:*** | |
| Draw Ss’ attention to the box.Ask Ss to identify the words in exercise2 which can be both nouns and verbs, or verbs and adjectives, ask students if they can add more examples of the words they know.  Ex3:  Ss complete the exercise individually then T checks the answers as a class.  Ex4:  - T may tell Ss to look at the list of the verbs Ss have already got from exercise 2  - Have Ss complete the exercise in pairs or individually.  Ex5:  -T draws the word webs on the board.  Have Ss work in groups to complete the words webs in 4-5 minutes on a sheet of paper at their tables. | ***2. Look at the words in the box. Can you put them in the right groups ?***   |  |  |  | | --- | --- | --- | | **Nouns** | **Verbs** | **Adjectives** | | help  benefit  volunteer  plant | donate  help  benefit  volunteer  recycle  plant  provide  clean  encourage | clean  environmental |   ***3.Fill the gaps with the words in the box.***  1. volunteer 2. homeless people  3. donates 4. community service  5. make a difference  ***4. Describe the pictures with the verbs in*** :  1. donate 2. plant 3. help 4. clean 5. recycle |
| ***5. Create word webs.***  donate: books, blood, money, clothes, toys, etc.  Help: children, street people, old people, the poor, etc. |
| **4. Application- 9’**  ***a. Aim:*** Help Ss interact real situation in the life.  ***b, Contents:*** Ss talk sentences about **c**ommunity service and volunteer work  ***c, Outcome***: Ss can talk sentences about **c**ommunity service and volunteer work  ***d, Organization:*** | |
| T asks Ss to talk sentences about **c**ommunity service and volunteer work  Ss talk  T corrects the mistakes | ***Eg:***  I will donate my old books for the poor children |

***\* Homework – 1’.***

Do exercises in the Workbook. Prepare: A closer look 1.

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| **Week 6 - Period 17**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 3: COMMUNITY SERVICE**  **Lesson 2: A closer l** |

**A. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson students will be able to:

- Practise vocabulary related to the topic " community service and volunteer work ".

- Practise how to pronounce words containing sounds /**k**/ and /**g/** with increased fluency and accyracy; use the lexical items related to community service and volunteer work.

- Remember and practice well vocabularies related to community service, then improve ss’ pronunciation with the two sounds: **/ g** / and **/ k / .**

a. Vocabulary: vocabulary related to community service and volunteer work.

b. Grammar: …..

c. Pronunciation: Pronounce correctly the sounds **/ g** / and **/ k /**in isolation and in context

d. Skills: Using appropriate words to talk about ethnic minorities’ costumes and their costumes or traditions.

**2. Competence development:**  groupwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence**.** Ss can practice more vocabularies related to community service as well as how to pronounce the sounds: **/ g** / and **/ k /**

**3. Behavior:** Having good attitude towards community service.

**B. TEACHING AIDS**

**1. Teacher:** Textbooks, computer accessed to the Internet, projector

**2. Students:** Textbooks

**C. PROCEDURE**

**1. Checking:** Write the vocabulary words

**2. New lesson:**

|  |  |
| --- | --- |
| **Students’ and teacher’s activities** | **Contents** |
| **1. Warm up- 5’**  ***a. Aim:*** Help students understand about community service and volunteer work.  ***b, Contents:*** Ss discuss what difficulties they think people in that situation face, and what they need.  ***c, Outcome***: SS can attract to the lesson and more understand about community service and volunteer work.  ***d, Organization:*** | |
| - T brings a big picture of people in need to class (children in mountainous areas who do not have enough books). Have Ss discuss what difficulties they think people in that situation face, and what they need. |  |
| **2. Presentation- 12’**  ***a. Aim:*** Help Ss use the lexical items related to community service and volunteer work  ***b, Contents:*** Learn and practice some vocabularies  ***c, Outcome***: SS can know more the lexical items related to community service and volunteer work.  ***d, Organization:*** | |
| ***Ex1:***  -T asks:  + What do you see in the pictures ?  + What are the difficulties they face ?  +What do they need ?  - Let Ss do the matching individually.  Ex2:  - T can ask Ss about how the people in each of the situation in 1 can be helped.  - Divide Ss in to pairs to do the task.Once Ss have finished, elicit ideas from the whole class. | **I. Vocabulary.**  **Ex1.**  1. disabled people: người tàn tật  2. elderly people: người già  3. homeless people: người vô gia cư  4. Sick children: trẻ em bị bệnh  5. people in a flooded area: nạn nhân vùng lũ |
| **3. Practice- 15’**  ***a. Aim:*** Help Ss practise vocabulary related to the topic " community service and volunteer work " and pronounce words containing sounds /**k**/ and /**g/** with increased fluency and accuracy  ***b, Contents:***  *+* SS work in pairs to work out some solutions for the problems in **a**  *+* Listen and repeat the words  + Listen and circle the words you hear  ***c, Outcome***: SS can use the lexical items related to community service and volunteer work to do exercises well and they can pronounce words containing sounds /**k**/ and /**g/** with increased fluency and accuracy.  ***d, Organization:*** | |
| Ex3: ***Speaking***:  a, Ask ‘What do you see in the photos?’ ‘ Does our community have similar problems?’ Tell Ss the provided words include solutions as well. Then have Ss work individually to complete the task.  b. T has Ss work in pairs to work out some solutions for the problems in a. Encourage Ss to add their own ideas in addition to using the words provided. Once Ss have finished, elicit their ideas as a class | **Ex3 *Speaking***:  **a.**   |  |  | | --- | --- | | Rubbish | a | | tracffic jams | c | | too many advertisemnets | b | | dirtybeaches | a | | no trees | a, c | | Graffiti | b | |
| ***Ex4:* Listen and repeat the words**  -Play the recording and ask Ss to repeat.  - T may pause the recording to drill difficult items.  - T may play the recording as many times as necessary.  Ex 5:  - T tells Ss that they will hear one word from each row.  - T plays the recording and instruct Ss to circle the word that they hear. After giving correct answers,  - T has Ss practise both words (the minimal pairs) from each row.  Ex 6:  - T plays the recording and asks Ss to repeat. T may use back-chaining technique if Ss find it difficult to read the sentences. | **II. Pronunciation.**  /**g/** and /**k**/  Ex5: **Listen and circle the words you hear**  cold green  clothes girl goal |
| **4. Application- 10’**  **a,Aim:** Help Ss listen words containing sounds /**k**/ and /**g/** with increased fluency and accuracy  ***b, Contents:*** Ss play game “ stand up and sit down ”  ***c, Outcome***: Ss can listen words containing sounds /**k**/ and /**g/** with increased fluency and accuracy well.  ***d, Organization:*** | |
| Ex 7:  -Ask students to play game “ stand up and sit down ”: Model this game with two students first before dividing students in to groups.  - Modal this game with two Ss first before dividing Ss in to groups.  - For more advanced classes, T may ask Ss to think of other minimal pairs as in the table in 5.Ss can make their own tables for further practice |  |

**\* Home work- 1’**

Do exercises in the Workbook. Prepare: A closer look 2.

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| **Week 6 - Period 18**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 3: COMMUNITY SERVICE**  **Lesson 3: A closer 2** |

**A. OBJECTIVES:**

**1. Knowledge:** By the end of the lesson students will be able to:

- Compare something using “ (not) as…as/ the same as/ different from” and express agreement using “too/ either” .

- Understand the difference between the past simple and the present perfect; use the time expressions that go with the past simple and the present perfect.

a. Vocabulary: cultural groups of Viet Nam lexical items

b. Grammar: Comparison and the past simple and the present perfect.

c. Skills: Students develop reading, speaking, and listening skill.

**2. Competence development:**  Ss can use comparisons “ (not) as…as/ the same as/ different from” and express agreement using “too/ either” .

**3. Behavior:** Having good attitude while working together and know the way to share something to others.

**B. TEACHING AIDS**

*1. Teacher*: Textbooks, teaching plan, teacher’s book,…..

*2. Students:* Text book, notebook….

**C. PROCEDURE**

**1. Checking:** Write the vocabulary words

**2. New lesson:**

|  |  |
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| **Students’ and teacher’s activities** | **The main contents** |
| 1. **Warm up- 7’**   **a,Aim:** Help Ss review some verbs in past simple form and to lead in the new lesson.  ***b, Contents:*** Ss play a game to remind some verbs in past simple form.  ***C, Outcome***: SS can remember some verbs in past simple form.  ***D, Organization:*** | |
| -T divides the class in to 2 groups.  -T writes some verbs in bare form:  + Group 1 write the verbs in past simple form.  + Group 2 writes the verbs in past participle form. | Eg: help- helped- helped  See- saw- seen |
| **2. Presentation- 10’**  ***a. Aim:*** Help Ss understand the difference between the past simple and the present perfect.  ***B, Contents:*** Rewrite Present perfect vs Past simple  ***c, Outcome***: SS can remember and know the difference between the past simple and the present perfect  ***d, Organization:*** | |
| -T asks students to read and do exercise 1: underline the present perfect and past simple. And then give the uses of present simple and past simple.  -T explains the difference between present perfect and past simple. | ***1.Grammar: Present perfect vs Past simple.***  ***Eg:***  - I went to Ha Noi last year.  - I have learnt English for 2 years.  **\* Past simple**: S+ Ved  yesterday, lastmonth, 2 years ago…  **\* Present perfect:** S+ has/ have + V.ed  ever,never,so far =recently =lately, for several times, for a long time, for ages, for, since… |
| **3. Practice- 17’**  ***a. Aim:*** Help Ss know the way to use the form of the past simple and the present perfect to do exercises. Help Ss know how to write sentences about present perfect and past simple  ***b, Contents:***  + Past simple or present perfect. Put the verb in brackets into the correct form  + Choose the best answer  + Write sentences about yourself in the past simple and the present perfect. Use the words from the box below.  ***C, Outcome***: SS can understand know the way to use the form of the past simple and the present perfect to do exercise well  ***d, Organization:*** | |
| ***Ex2:***  ***-***T asks Ss to complete the exercise individually.Then give feedback as a whole class activity.Before giving correct answers, T asks Ss to tell him/her which phrases in the sentences help them to decide if the verb should be in the present perfect or the past simple.  ***Ex3:***  - Ss do the exercise individually, then compare the answers with a partner. T writes the correct answers on the board.  - T gives the key. | **Ex 2.Past simple or present perfect.**  1. cleaned 2. Have collected  3. collected 4. Has flown; went  5. Have you ever seen; saw  **Ex3. Choose the best answer**  1. b 2. B  3. a 4. A  5. c 6. B |
| **Ex4:** Divided the class in to two groups each group write sentences about present perfect and past simple. Each sentence is one point.The group with the most points is the winner. | ***Ex4:*** **Write sentences about yourself in the past simple and the present perfect. Use the words from the box below.**  (Students’ answer) |
| **4. Application- 10’**  ***a. Aim:*** Help Ss practice more to remind what they learned in ‘Getting Started’ about ‘Be a Buddy’and ‘Go green’.  ***B, Contents:*** Ssask and answer questions about the fact that sheet to complete the information.  ***C, Outcome***: Ss can talk about ‘Be a Buddy’and ‘Go green’  ***d, Organization:*** | |
| Ex5: Remind Ss of what they learned in ‘Getting Started’ about ‘Be a Buddy’and ‘Go green’.Divide students in to pairs.  -T tells Ss that to complete this task they will need to use the present perfect and the past simple. |  |

***\* Home work- 1’***

- Do exercises in the 4 page 30.

- Prepare for the new lesson: Communication.

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| **Week 7 - Period 19**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | | **UNIT 3: COMMUNITY SERVICE**  **Lesson 4: Communication** | |
| **A.Objectives**:  1. ***Knowledge:*** By the end of the lesson, students will be able to:  - Know the activities that teenagers in the USA and in Viet Nam have done to help the community.  - Discuss the benefits each volunteer activities may bring to the community.  *a. Vocabulary:* Extra vocabulary about life skills.  *b. Grammar:* reported speech,question words before to -infinitive  *c. Skills:* Reading and writing questions and answers.  ***2. Competence development:*** students can think of three volunteer activities that they want to try and say the reason why..groupwork, independent working, pair work, linguistic competence, cooperative learning and communicative competence.  ***3. Behavior***: Having good attitude to work community service and volunteer **.** Love activities about community service.  **B.Teaching aids**:  1. Teacher : Lesson plan, textbook , teacher’s book….  2. Students: Workbook, notebook, look up vocabulary….  **C. Procedure**:  **1. Checking:** - During the lesson.  **2. New lesson:** | |

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| **Students’ and teacher’s activities** | **The main contents** |
| **1. Warm up- 5’**  *a.Aim:*Help Students give different volunteer activities and lead in the lesson  *b. Content :* SS name the activities both in the local community/city/town/Viet Nam.  *c. Outcome:* Ss can attract to the lesson and give many the activities both in the local community/city/town/Viet Nam.  *d. Performance:* | |
| - Elicit different volunteer activities from Ss. Tell Ss to think of the activities both in the local community/city/town/Viet Nam, and from other places that they may have read about, or seen in books, or on TV, or the Internet etc. | => ***Possible answer:***  *+ donating books/ closes*  *+ helping elderly people/ the poor/ disabled people*  *+ …..* |
| **2. Presentation- 10’**  *a.Aim:*Help Ss know some new words about community service.  *b. Content :* Learn some vocabularies.  *c. Outcome:* Ss can know some vocabularies and understand its meaning.  *d. Performance:* | |
| - T asks students to look at the Extra Vocabulary box and try to guess what the meanings are, how that may relate to community services and volunteer work .And then T explains. | **I. Vocabulary**  - Tutor (v) (n): dạy kèm, gia sư  - Nursing home (n): nhà dưỡng lão  - Blanket (n): chăn  - Shelter (n): nhà tình thương  - Mural (n): tranh khổ lớn vẽ lên tường  - Graffiti (n): tường công cộng (có vẽ tranh cổ động)  - Sort (n), (v): loại |
| **3. Practice- 17’**  *a.Aim:*Help Ss know some the activities that teenagers in the USA and in Viet Nam have done to help the community.  *b. Content :* Practice the following tasks:  + Read and see the volunteer activities for teenagers in the U. S.  + Match the photos with the activities.  + Discuss some activities about the community service.  *c. Outcome:* Ss can know the activities that teenagers in the USA and in Viet Nam have done to help the community and do exercise well.  *d. Performance:* | |
| Ex1:  - T asks Ss to look at the photos and describe what they see. Then tell them to compete their ideas with the text.  Ex2:  -T asks students to look at the photos about community service in Viet Nam and match them with the volunteer activities.  - Ss do it.  - T corrects. | **2. Practice**  **Ex1:**  **Ex2. Match the photos with the activities.**  1. b 2. c 3. e  4. a 5. d |
| Ex 3:  - T asks Ss to complete the exercise in groups. Each group chooses one person from the group to report back to the class.  Ss do it in speaking. | **Ex3: Discuss some activities about the community service.**  Eg:  -Give warm clothes to homeless people.  -Donate some toys to street children.  ……………….. |
| **4. Application- 12’**  *a.Aim:*Help Ss make interview their partner about taking part in the community service well.  *b. Content :* Ss interview their partner about taking part in the community service.  *c. Outcome:* Ss can interview their partner about taking part in the community service  *d. Performance:* | |
| Ex4:  T asks students to interview their partner about taking part in the community service.  Ss work in pairs  T corrects | **Ex4: Ask each other: *Have you ever done any of these activities?* Choose three activities that you want to try. Why do you want to do them?**  Eg:  A: Have you ever done any of activities?  B: Yes I have ever donated books to children.  A: Why do you want to do that?  B: Because they are poor and they don’t have money to buy some books .So I should help them. |

**\* Home work- 1’**

- Talk the activities that teenagers in the USA and in Viet nam have done to help the community.

- Do exercises in the Workbook.

- Prepare for the next lesson: Skills 1

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| **Week 7 - Period 20**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 3: COMMUNITY SERVICE**  **Lesson 5: Skills 1** |

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| **A. Objectives**:  **1.** ***Knowledge:*** By the end of the lesson, students will be able to:  - Read a passage about community service and volunteer work; talk about community service and volunteer work in the United States.  - Understand the content of the text through doing the reading tasks and talk to show their ideas volunteer activities.  - Talk about the volunteer activities.  *a. Vocabulary:* lexical items related to community service and volunteer work.  *b.* The reading text  *c. Skills:* Students develop reading, speaking, and listening skill.  ***2. Competence development:***  ss practice reading about volunteer work in the U. S for specific information and speaking to show ideas for volunteer activities.  ***3. Behavior:*** Having good attitude to work community service and volunteer.  **B.Teaching aids**:  1. Teacher : Lesson plan, textbook , teacher’s book…  2. Students: Workbook, notebook, look up vocabulary….  **C,Procedure**s  **1. Checking:**  - During the lesson  **2. New lesson:** | | |
| **Students’ and teacher’s activities** | **The main contents** |
| **1. Warm up- 5’**  *a. Aim:*To attract Ss’ attention to the lesson and lead in the lesson  *b. Content :* SS watch a video aboutvolunteer activities of some students and give feelings.  *c. Outcome:* Ss can have more knowledge about volunteer activities and attention to the lesson .  *d. Performance:* | |
| T lets Ss watch a video aboutvolunteer activities of some students and give feelings  Ss watch and answer  T introduces the lesson |  |
| **2. Presentation- 10’**  *a.Aim:*Help Ss know some vocabulary words related to the reading and set the sence of reading.  *b. Content :* Ss answer the questions in speaking and learn some vocabularies.  *c. Outcome:* Ss can know some vocabulary words related to the topic volunteer and lead in the text  *d. Performance:* | |
| - T makes some questions.  - Ss answer the questions in speaking  - Present some new words. | **I. Reading**  - Do you like voluteer work ?  - What kinds of volunteer work have you done ?  \* New words.  - Statistics(n) thông tin được biểu hiện bằng con số.  - Population(n) dân số  - Force (v) bắt buộc  -Raise money for:quyên góp tiền cho.  -Labour (n)công việc lao động  - Mentor(n)người hướng dẫn. |
| **3. Practice- 19’**  *a.Aim:*Help Ss develop their reading skill for specific information to deeply understand the content of the reading.  *b. Content :*  + The sentences are true or false.  + Which of the activities below are traditional volunteer activities in the USA. Tick the box  + Fill in the table with your ideas for volunteer activities.  *c. Outcome:* Ss can read the text about volunteer work in the United State  *d. Performance:* | |
| - T asks Ss to read the text and underline any words they don’t know. As whole class, T and Ss discuss any unfamiliar words from the passage.  - T calls some Ss to read the text before the class.  - Ss read the text before the class.  - T asks Ss to guess if the statements are true or false.  - Ss work individually. T asks Ss to explain their choices (with support from the text) before giving corrective feedback.  - T gives time for Ss to work individually to complete this task. Encourage them to think of all the volunteer activities they have learnt so far in this unit, and any other activities that they know. Tell Ss they only need to write in note form and not in full sentences. | **Ex2. The sentences are true or false.**    **\*Keys**  1. T  2. T  3. F  (The text says Americans have had the tradition of volunteering since the early days of the country. The USA was “born”, or declared its independence, in 1776.)  4. F  (Americans volunteer because they enjoy it, and not because they are forced or paid to do it).  **Ex3: Which of the activities below are traditional volunteer activities in the USA. Tick the box**   |  |  | | --- | --- | | 1. providing care for animals |  | | 2. raising money | ✓ | | 3. cooking meals | ✓ | | 4. donating blood |  | | 5. cleaning streets | ✓ | | 6. teaching young children | ✓ | |
| **4. Application- 10’**  *a.Aim:*Help Ss discuss and talk about community service and volunteer.  *b. Content :* Ss discuss to create a group to work volunteer  *c. Outcome:* Ss canand can talk about community service and volunteer work and discuss to create a group to work volunteer creatively.  *d. Performance:* | |
| Ex4:  -Give time for Ss to work individually to complete this task. Encourage them to think of all the volunteer activities they have learnt so far in this unit, and any other activities that they know.Tell ss they only need to write in note form and not in full sentences.  - Divide the class in to groups of four.  Explain that after each person shares his or her ideas from 4, the group will need to choose one idea and develop it in more detail. | **II.Speaking.**  **Ex4:** **Fill in the table with your ideas for volunteer activities.**  **Ex5: Work in groups. Share the ideas in your idea bank with your group members. Then, use the most interesting ideas to creat a new group idea bank and share it with the class**  Eg:  A:We could cook and bring it to street children.  B: What can we cook?  C: We can bring fruits such as oranges, apple… to them.  D: We can cook rice and meat to bring them. |

**\* Home work- 1’**

- Do exercises in the Workbook.

- Prepare for the next lesson: Skills 2

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| **Week 7 - Period 21**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 3: COMMUNITY SERVICE**  **Lesson 6: Skills 2** |

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| **A. Objectives**:  1. ***Knowledge:*** By the end of the lesson, students will be able to:  - Listen for specific information about volunteer work.  - Write a paragraph about volunteer work.  - Complete the listening task and write about volunteer work.  *a. Vocabulary:* Words/ phrases related to community service and volunteer work.  *b. Grammar:* linking words; Simple past, present perfect.....  *c. Skills:* Students develop reading, speaking, and listening skill.  ***2. Competence development:***  - ss practice listening for specific information and write about volunteer work. Students can improve their Listening and writing skill. Linguistic competence, cooperative learning and communicative competence.  ***3. Behavior:*** Having good attitude to work community service and volunteer. Ss know the way to share something to others.  **B. Teaching aids**:  1. Teacher : Lesson plan, poster, textbook , teacher’s book.  2. Students: Workbook, notebook, look up vocabulary  **C. Procedure**:  **1. Checking:**  - During the lesson.  **2. New lesson :**think |

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| **Students’ and teacher’s activities** | **Contents** |
| **1. Warm up- 5’**  *a.Aim:*To attract Ss’ attention to the lesson and lead in the lesson  *b. Content :* Discuss about volunteer work.  *c. Outcome:* Ss can attract to the topic and talk about volunteer activities.  *d. Performance:* | |
| T asks Ss to talk about volunteer activities.  Ss talk  T introduces the lesson | ***Discussing :***  Why do people do volunteer work? |
| **2. Presentation- 7’**  *a.Aim:*Help Ss know how share something to others and listen for general information about volunteer work.  *b. Content :*  + Learn some vocabularies.  + Listen then answer the questions  + Listen and fill in the blanks.  *c. Outcome:* Ss can know how to share something to others and get for general information about volunteer work.  *d. Performance:* | |
| **\* Pre- teaching:**  - Tasks Ss choose a volunteering idea from the previous lessons. Asks the class: ‘Who do you think benefits from that volunteer work?’ ‘In what way?’  Then discuss as a class the two questions in exercise 1.  -T elicits new words.  **\* While- teaching**  **Ex2:**  - T plays the recording and elicit from Ss the gist of this recording. (It’s about the benefits Mai and Phuc think that volunteer work brings about.)  - T plays the recording as many times as necessary and have Ss answer the questions.  **\* Post – listening:**  - Play the audio again and let Ss fill in the blanks. | **I. Listening.**  **\* Vocabulary:**  - self – confident (adj) tự tin  - special (adj) đặc biệt  **Ex2: Listen then answer the questions**  1. Phuc does volunteer work because he thinks it makes a difference in the community.  2. Phuc feels more self-confident because he has made many new friends.  3. The reporter thinks Phuc is confident because Phuc has answered the interview questions very well.  4. Mai thinks volunteering is special because she can help others, and because she can see how happy the street children are when they learn  **Ex3: Listen and fill in the blanks.**  1. volunteer  2. feel  3. because  4. because, children |
| **3. Practice- 15’**  *a.Aim:*Help Ss how to use “because” to give reasons,get information about volunteer work and practice writing a paragraph about volunteer work.  *b. Content :*  + **Combine the two sentences using because**  + Which of the following expressions are more likely to be used by Miss Sweetie when she gives advice?  + Give advice to each student.  + Write a short note to Miss Sweetie to ask her for advice about a problem at school or with your friends.  *c. Outcome:* Ss can give reason by using “because” and practice writing a paragraph about volunteer work well.  *d. Performance:* | |
| -T explains that ‘because’ is used to introduce the reason for something, and it can be put at the beginning of the sentence or in the middle. For exercise 4, Ss will need to identity which sentence is the reason.  For a more advanced class, T may introduce ‘as’ and ‘since’ which are similar in meaning and use to ‘because’ | **II. Writing**  **4. Combine the two sentences using because**  (Answers with ‘because’ put in another suitable place are also correct.)  1. Because he didn’t wear enough warm clothes, he’s had a cold for two days.  2. I stayed home because it rained.  3. Because the lake is full of rubbish, they’ve decided to clean it up.  4. Because she works in that small town, she has lived there for three years.  5. They think they should move there because the neighbourhood is nice and quiet. |
| T tells Ss now they will write a paragraph using the ideas they generated in Speaking 4.  - T asks ss to answer the questions:  *+ What do you want to do*  *+ Why do you want to do it?*  *+ How are you going to do it?*  It time is short, T may ask Ss to make notes in class then develop the notes in to a paragraph as homework.  Ss do it  T corrects | Ex 5:  ***Eg***: I want to raise funds for street children. I want to do it because we will be able to provide them with food and books. They will no longer be hungry. ….. |
| **4. Application - 13’**  *a.Aim:*Help Ss interact in real situation.  *b. Content :* Practice asking and answering using why - because  *c. Outcome:* Ss can ask and answer using why – because well.  *d. Performance:* | |
| T asks Ss to work in pairs. Ask and answer the questions using why – because  Ss work in pairs  T corrects and mistakes | *Eg:*  A: Why do you do volunteer work?  B: Because it is an interesting job. |

**\* Home work- 2’**

- Do exercises in the Workbook.

- Prepare: Looking back and project

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| **Week 8 - Period 22**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 3: COMMUNITY SERVICE**  **Lesson 7: Looking back and Project** |

**A.Objectives**:

1. ***Knowledge:*** By the end of the lesson, students will be able to:

- Review what they have learnt in the unit 3 and practice vocabulary and grammar points they have learnt in this unit.

- Use lexical items relating to community service and volunteer work.

- Understand the diffirentce between the past simple and the present perfect.

- Use the time expressions that go with the past simple and the present perfect.

- Use because for giving reasons

- Talk about community service and volunteer work.

*a. Vocabulary:* lexical items related to community service.

*b. Grammar:* Past simple and Present perfect.

*c. Skills:* Students develop reading, speaking, and listening skill.

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| **Week 8 - Period 22**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 3: COMMUNITY SERVICE**  **Lesson 7: Looking back and Project** |

d. Exercises related to community service; Past simple and Present perfect.

***2. Competence development:***  Students can look back what they have learnt in Unit 3 and do a Project related to community service.. Linguistic competence, cooperative learning and communicative competence.

***3. Behavior:*** Ss can know the way to address their stress and pressure to have a better life

and have aware of some life skills and be calm in every situation.

**B.Teaching aids**:

1. Teacher : Lesson plan, poster, textbook , teacher’s book.

2. Students: Workbook, notebook, look up vocabulary

**C. Procedure**:

**1. Checking:**

- During the lesson.

**2. New lesson:**

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| **Students’ and teacher’s activities** | **Contents** |
| **1. Warm- up (3’)** ***a, Aims:*** To help Ss to pay attention in the lesson.  ***b, Contents***: Ss sing an English song  ***c, Outcome*:** Ss can start new lesson happily.  ***d, Organization*:** | |
| T lets Ss sing an English song  Ss sing a song  T introduces the lesson | **Song: Hello** |
| **2. Vocabulary (10’)**  ***a, Aims:*** Help Ss review the vocabulary about community service.  ***b, Contents***: Match the verbs with the nouns  ***c, Outcome*:** Ss can review some verbs and nouns about community service and do vocabulary exercises correctly.  ***d, Organization*:** | |
| Ex1:  -T reminds Ss of the wordwebs about “donate”, “provide” and “help” then Ss complete Activity 1 individually. Less advanced classes. Tell Ss that some words in the box can be matched with more than once verb in blue. | **I.Vocabulary**  **1. Match the verbs with the nouns**  => ***Answer key:***  *1. donate: food, books, clothing, blood*  *2. provide: evening lasses, food, care, books, education, clothing, attention*  *3. help: the community, homeless people, the elderly, the disabled* |
| **2. Grammar- 10’**  *a.Aim:* Help Ss practice using the form of the past simple and the present perfect to do exercises.  *b. Contents :* Review grammar points they have learnt in unit 3.  + Circle the best answer  + Past simple or present perfect.  + Complete the sentences  *c. Outcome:* Ss can memorize the form of the past simple and the present perfect and the way of using.  *d. Organization:* | |
| Ex 2:  - Ss complete this task individually. T may ask Ss to explain why the option they choose is suitable to complete the sentences but the other two options are not.  Ex 3:  - Ss complete this task individually then share their answers with a partner and/or the class. Before giving correction, T may ask Ss to explain the differences between sentences 2 and 3, and 4 and 5. T can quickly review the past simple and present perfect if necessary.  Ex4:  - Ss complete the exercise individually or in pairs. T may ask Ss to swap their witings with each other for peer correction. | **II. Grammar.**  **2. Circle the best answer.**  1. never 2. Last week  3. already 4. yet  5. yesterday  **3.Past simple or present perfect.**  => ***Answer key***:  1. has ever met 2. visited  3. has visited  4. did Shakespeare write  5. has she written  **4. Complete the sentences**  1. the engine is very good  2. it is going to be cold this evening  3. she’s kind.  4. they are not as lucky as we are.  5. she works very hard to improve her teaching. |
| **3. Communication- 5’**  *a.Aim:* Help Ss practice speaking and using everyday English.  *b. Contents :* Role- play  *c. Outcome:* Ss can role – play the interview for the class.  *d. Organization:* | |
| - Divide Ss in to pairs. Tell Ss to read their role cards and ask answer questions with each other. It time permits, T may ask Ss to role- play in group of three: One student is a reporter interviewing the other two, the other two about their volunteer work.( T may refer to the Global Citizen interview)  Then Ss can role play the interview for the class. | **III. Communication** |
| **4. Project- 14’**  *a.Aim:* Help Ss propose their own volunteer project  *b. Contents :* Present an ideas for a skill.  *c. Outcome:* Ss can understand do the project about volunteer  *d. Organization:* | |
| - Ss propose their own volunteer project: Give Ss several days to complete the project, and ask them to present their project in the form of a poster.If the project is useful and practical, T can even help, or ask the school to help, to realize the proposal! | **IV. Project** |

**\* Home work- 1’**

- Do exercises in the Workbook.

- Prepare: Review 1

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| **Week 8 - Period 23**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **REVIEW 1 (P1)** |

**A.Objectives**:

1. ***Knowledge:*** By the end of the lesson, students will be able to:

- Revise the language Ss have learnt and the skills they have practised in units 1-2-3.

- Recall and remember main knowledge they have learnt through doing exercises.

- Practice making everyday English.

- Help Ss to recall the language and encourage them to contribute as much as possible.

*a. Vocabulary:* Review the vocabulary they have learnt since Unit 1.

*b. Grammar:* Past Simple; Present perfect and Future simple

*c. Skills:* speaking, reading; listening, writing

d. *Pronunciation*: / /, / /, /f/, /v/, /g/, /k/

***2. Competence development:***  ss can revise well for the written test 45’.

- Linguistic competence, cooperative learning and communicative competence.

***3. Behavior:*** Ss try their best to remember and use the structures and work hard.

**B.Teaching aids**:

1. Teacher : Lesson plan, poster, textbook , teacher’s book.

2. Students: Workbook, notebook, look up vocabulary

**C. Procedure**:

**1. Checking:**

- During the lesson.

**2. New lesson:**think

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| **Teacher’s and Students’ activities** | **The main contents** |
| **1. Warm up (2’)**  ***a, Aims:*** To attract Ss’s attention to the lesson and to lead in the new lesson.  ***b, Contents***: Ss answer some activities to help the community.  ***c, Outcome*:** Ss can attention to the lesson and to lead in the new lesson.  ***d, Organization*:** | |
| T asks Ss some questions about school, hobbies, family  Ss answer the questions  T asks Ss to talk some activities to help the community.  Ss talk  T introduces the lesson |  |
| **2. Pronunciation (7’)**  ***a, Aims:*** Help Ss revise pronunciation they have learnt in unit 1,2,3  ***b, Contents***:  + Listen and tick (🗸) the word if it is the same as what you hear and cross ( X) if it is different.  + Choose the word in which the underlined sound is pronounced differently.  ***c, Outcome*:** Ss can review the way to pronounce some sound correctly and do pronunciation exercise correctly.  ***d, Organization*:** | |
| ***Ex1:***  ***-***T asks Ss to pronounce these words first.  -T corrects Ss’ mistakes.  -T asks students to listen to the tape and do exercise 1.  ***Ex2:***  -T asks students to do exercise 2.  -Then read the words out loud among themselves.  -T checks them.  -T asks them to repeat the words. | ***I- Pronunciation***  ***1. Listen and tick (🗸) the word if it is the same as what you hear and cross ( X) if it is different.***  1.lock x 7. cream x  2. community 🗸 8. grocer x  3. kind x 9. vampire 🗸  4. cracker x 10. bread 🗸  5. flavour 🗸 11. fruit 🗸  6. fear 🗸 12. vary x  ***Tape script:***  1. log 7. gleam  2. community 8. closer  3. find 9. vampire  4. fracture 10. bread  5. flavour 11. fruit  6. fear 12. Carry  ***2. Choose the word in which the underlined sound is pronounced differently.***  1. A 2. C 3. C 4. B 5. B |
| **3.Vocabulary (8’)**  ***a, Aims:*** Help Ss review and use vocabulary about hobbies, health and community service.  ***b, Contents***:  + Put the phrases below into the correct categories and tick the activity/ activities you do yourself  + How much can you remember?  Choose one of the words/ phrases below to match the description. The first one is an example.  ***c, Outcome*:** Ss can reviewthe vocabularies they have learnt in unit 1,2,3 and do vocabulary exercises correctly.  ***d, Organization*:** | |
| ***Ex3:***  -T asks students to read and write down the phrases in to the correct columns.  - T asks them to add more activities in to the columns.  Ex4:  -T helps by making suggestions or giving the first letter of the word.  -T asks them to read the description.  -T asks them to write the correct answers on the board.  - T corrects. | ***II.Vocabulary.***  ***3. Put the phrases below into the correct categories and tick the activity/ activities you do yourself***   |  |  | | --- | --- | | Activities to help… | | | yourself | Your community | | - washing your hands before meals  - tidying up your room  - gardening  - eating a lot of fruit | - helping the old  - raising money for the poor  - collecting rubbish in your area  - opening classes for street children |   ***4. How much can you remember?***  ***Choose one of the words/ phrases below to match the description. The first one is an example.***  Key:  1. obeysity  2. cleaning the street  3. calories  4. staying in shape  5. donating  6. hobby |
| **4.Grammar (20’)**  ***a, Aims:*** Help Ss review the use of simple present, simple past and present perfect to do exercises.  ***b, Contents***:  + Complete each sentence with the correct form of a phrasal verb from the list.  + Rewrite the following questions in reported speech, using question words before *to*-infiitives.  ***c, Outcome*:** Ss can remember how to usesimple present, simple past and present perfect and do grammar exercises correctly.  ***d, Organization*:** | |
| ***Ex5:***  - T asks students to do exercise and explain.  -T corrects.  ***Ex6:***  - T may let Ss read the beginnings and the endings for a few minutes, then match individually. T calls on some Ss read their answers. T corrects their answers. T corrects the answers if necessary. | **III. Grammar**  ***5. Choose the best answer A, B, or C to complete the sentences.***  1. A 2. C 3. A 4. B 5. C 6. B  ***6. Match the beginnings in A with the endings in B.***  1. d 2. e 3. a 4. c 5. B |
| **5.Application (5’)**  ***a, Aims:*** Help Ss practise English in real situation  ***b, Contents***: Ss ask and answer their partner about good eating habits.  ***C, Outcome*:** Ss can talk about real situations using everyday English  ***d, Organization*:** | |
| Ex7:  Suggested interpretation of your answers:  If you answer “ Yes” to all the questions, you do have very healthy eating habits. For each wrong answer, take off 1 point. If your score is under four, change your habits! | **IV. Everyday English.** |

**\* Home work- 2’**

- Do Test yourself in the Workbook.

- Review all knowledge in unit 1, 2, 3.

- Prepare: The forty-five minute test.

- Prepare: Review 1 – Skills

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|  |  |
| --- | --- |
| **Week 8 - Period 24**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **REVIEW 1 (P1)** |

**A. Objectives**:

1. ***Knowledge:*** By the end of the lesson, students will be able to:

- Review the language and skills that they have learnt in Unit 1, 2 and 3.

- Help Ss develop the four skills.

- Practice 4 skills with the knowledge they have learnt in unit 1, 2, 3.

- Recall and remember main knowledge they have learnt through doing exercises.

*a. Vocabulary:* about traditional crafts, city life and changes in adolescence.

*b. Grammar:* Phrasal verbs, reported speech, Stress on content words/ pronouns in sentences.

*c. Skills:* Students develop reading, speaking, and listening skill.

***2. Competence development:***  ss can revise well for the written test 45’.

- Linguistic competence, cooperative learning and communicative competence.

***3. Behavior:*** Ss work hard and like praticing four skills

**B.Teaching aids**:

1. Teacher : Lesson plan, poster, textbook , teacher’s book.

2. Students: Workbook, notebook, look up vocabulary

**C. Procedure**:

**1. Checking:**

- During the lesson.

**2. New lesson:**think

|  |  |
| --- | --- |
| **Students’ and teacher’s activities** | **Contents** |
| 1. **Warm- up (4’)**   ***a, Aims:*** To attract Ss’ attention to the lesson and to lead in the new lesson.  ***b, Contents***: Ss sing an English song  ***c, Outcome*:** Ss can attract to the lesson.  ***d, Organization*:** | |
| T lets Ss sing an English song  Ss sing a song  T introduces the lesson |  |
| **2. Reading (7’)**  ***a, Aims:*** Help Ss read for general information of the text (scanning)  ***b, Contents***: Read the passage and choose the correct answer A,B, or C.  ***c, Outcome*:** Ss can get general information of the text and choose the most appropriate answer.  ***d, Organization*:** | |
| - T asks Ss to read the questions first and identify the keywords in each question. Ss can then read the text and choose the answers. | **I- Reading.**  LIVE TO BE HAPPY  ***1. Read the passage, then choose the most appropriate answer A, B or C to each question.***  1. A 2. B 3. C 4. B |
| **3. Speaking (10’)**  ***a, Aims:*** Help Ss talk about given topics  ***b, Contents***: Talk in groups. Interview each other to complete the questionnaire below. Circle the correct answers and report the results to your class.  ***c, Outcome*:** Ss can interview each other to answer the questions well.  ***d, Organization*:** | |
| -Guides ss how to do these exercises  - Let Ss start with the question-and-answer through speaking and listening. Then they can exchange their results and take turns to report it to class. | **II- Speaking**  ARE YOU A COMMUNITY PERSON?  ***2.Work in pairs. Interview each other to complete the questionnaire below. Circle the correct answers and report the results to your class.***  1. Do you know of hygienic problems Yes 🖵  in your area? If yes, what is it? No 🖵  2. How often does your community Yes 🖵  organise an activity? Is it to help the No 🖵  needy or to improve the environment?  3. Have you ever taken part in a Yes 🖵  community activity? If yes, what is it? No 🖵  4. How much do you think you Yes 🖵  Would enjoy a community activity? No 🖵  - I like doing it  - I feel OK  - I don’t like it at all but I have to do it.  5. How much do you think your Yes 🖵  Contribution means to your No 🖵  Community? |
| **4. Listening (7’)**  ***a, Aims:*** Help Ss practice listening for specific information and do exercise.  ***b, Contents***: Listen to two friends talking about different situations and tick the correct answer to each question.  ***c, Outcome*:** Ss can do listening exercise correctly.  ***d, Organization*:** | |
| - T plays the recording  - Ss listens  - T helps if necessary  - Check the results | **III- Listening**  ***3. Listen to two friends talking about different situations and tick the correct answer to each question.***  Conversation1: 1. A 2. B  Conversation2: 1. B 2. C |
| **5. Writing (15’)**  ***a, Aims:*** Help Ss know how to determine the subjects and the verbs of each sentence to see if it is a simple or a compound sentence ***.***  ***b, Contents***: Make complete sentences from the prompts and match them with the pictures.  ***c, Outcome*:** Ss can do writing exercise correctly.  ***d, Organization*:** | |
| - T asks Ss to determine the subjects and the verbs of each sentence to see if it is a simple or a compound sentence. T may allow Ss to translate the sentences into Vietnamese.  - T checks all the answers before betting Ss do the second task of the exercise. | **IV- Writing**  ***4. Make complete sentences from the prompts below and put them under the correct pictures.***  **Picture 1:**  5. This activity is often done in spring.  6. They dig a hole to put the young tree in.  1. They water and take great care of the trees during the first month.  **Picture 2:**  2. They carry recycle bags to put the rubbish in  4. They walk along the beach and collect all the rubbish.  3. The community organizes this activity once a month. |

**\* Home work**

- Do Test yourself in the Workbook.

- Prepare for the 45 minutes test.

-----------------------------------------------------------------------

|  |  |
| --- | --- |
| **Week 9 - Period 25**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **THE MID-TERM 45-MINUTE TEST** |

**A. Objectives**

**1. Knowledge:**

- To check ss’ understanding of vocabulary, grammar and skills from unit 1 to unit 3.

- After the test, ss will be able to estimate how much knowledge they have got through the three units above.

- Vocabulary related to “*Hobbies*”; “*Health*” and “*Community service*”.

- Grammar: Vocabulary, Verb of liking + Ving, present simple, future simple, present perfect, imperative with more and less, past simple.

**2. Competence:** Recall and master the skills systematically.

**3. Behavior:** Student have serious attitude while doing the test.

**B. Teaching aids:**

**1. Teacher:** Loud speakers, paper tests.

**2. Students**: pens.

**C. Matrix:**

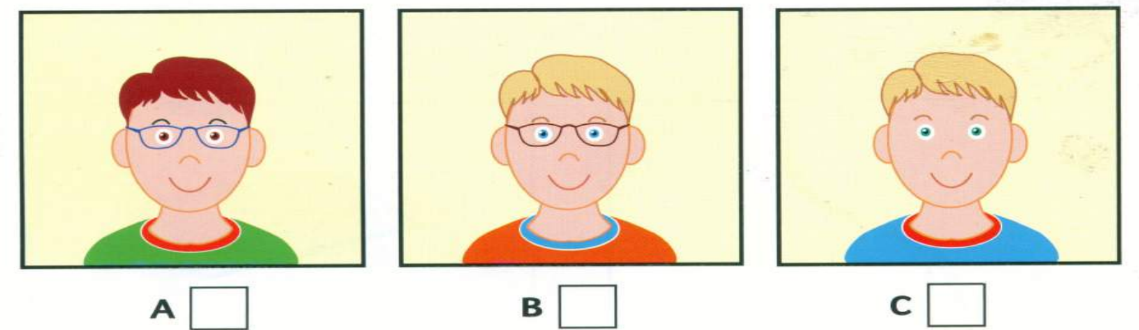
|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Topics** | **Knowing** | | **Understanding** | | **Application** | | | | **Total** |
| **Low** | | **High** | |
| TNKQ | TL | TNKQ | TL | TNKQ | TL | TNKQ | TL |
| **A. Listening** | - Listen and tick the picture. | | - Listen to a dialogue and fill in the missing word. | |  | |  | |  |
| Số câu hỏi | 5 |  | 5 |  |  |  |  |  | ***10*** |
| Số điểm | 1 |  | 1 |  |  |  |  |  | ***2*** |
| **B. Vocabulary – Grammar – Language function** | *Choose the best answer to complete each following sentence.* | | | |  | |  | |  |
| Vocabulary, Verb of liking + Ving, present perfect, imperative with more and less | | Language function, compound sentence | |  | |  | |  |
| Số câu hỏi | 5 |  | 5 |  |  |  |  |  | ***10*** |
| Số điểm | 1 |  | 1 |  |  |  |  |  | ***2*** |
| **C. Reading** | *1. Read sentences then match them with the right signs.* | | | | | | | |  |
| Số câu hỏi |  |  | 5 |  |  |  |  |  | ***5*** |
| Số điểm |  |  | 1,5 |  |  |  |  |  | ***1,5*** |
|  | *2. Read a passage and circle the answer for each question.* | | | | | | | |  |
| Số câu hỏi |  |  | 5 |  |  |  |  |  | ***5*** |
| Số điểm |  |  | 1,5 |  |  |  |  |  | ***1,5*** |
| **D. Writing** | *1. Rewrite the sentences* | | | | | | | |  |
| Số câu hỏi |  |  |  |  |  | 5 |  |  | ***5*** |
| Số điểm |  |  |  |  |  | 1,5 |  |  | ***1,5*** |
|  | *2. Write a paragraph about your hobby.* | | | | | | | |  |
| số câu |  |  |  |  |  |  |  | 1 | ***1*** |
| số điểm |  |  |  |  |  |  |  | 1,5 | ***1,5*** |
| ***TS câu hỏi*** | 10 | | 20 | | 5 | | 1 | | ***36*** |
| ***TS điểm***  ***Tỉ lệ %*** | ***2 pts***  ***20%*** | | ***5 pts***  ***50%*** | | ***1,5 pts***  ***15%*** | | ***1,5 pts***  ***15%*** | | ***10 pts*** |

**ĐỀ SỐ 1**

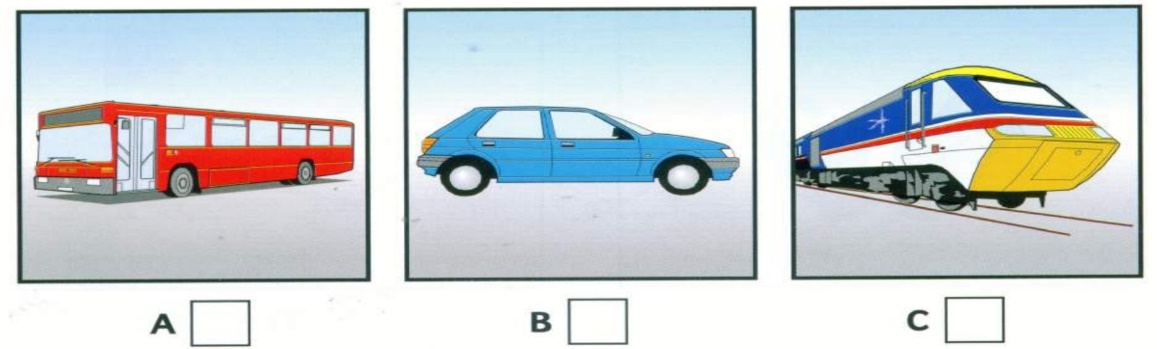
**A. LISTENING:**

**I. Listen and tick the box. You will hear the conversation twice (1.0 pt)**

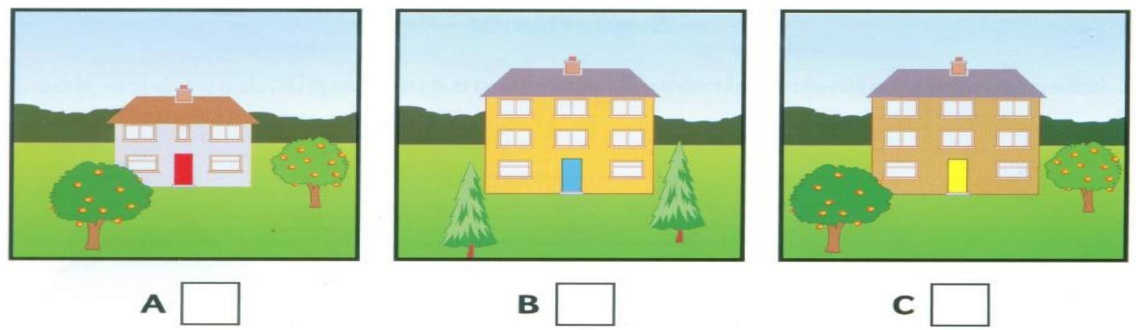
1. Which person is Jill’s cousin?



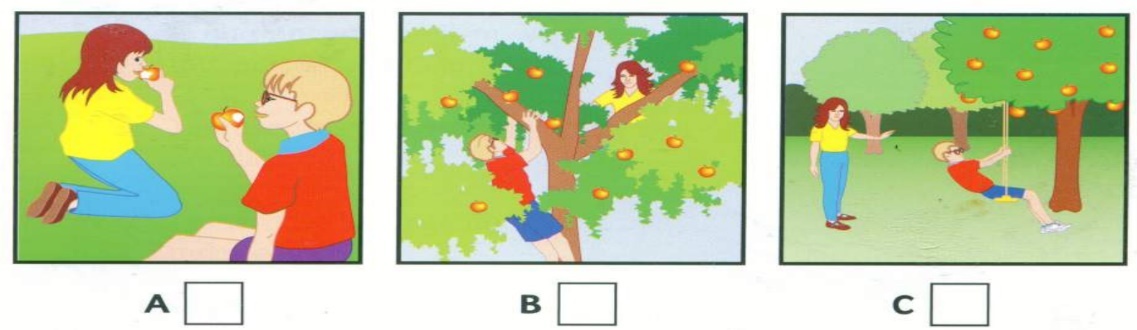
2. How did Jill go to her aunt’s house?



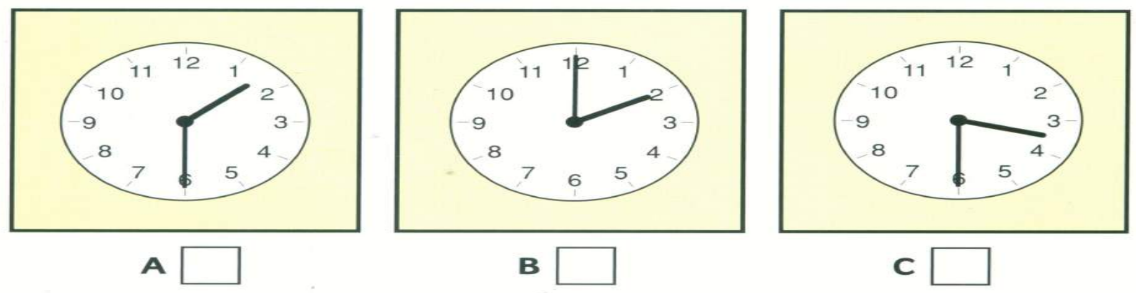
3. Which house is Jill’s aunt’s?



4. What did Jill and her cousin do?



5. What time did Jill arrive home on Sunday?



**II. Listen and write. You will hear the conversation twice (1.0 pt)**

|  |  |  |
| --- | --- | --- |
|  | **TENNIS COMPETITION** | |
|  | Full name | Betty Barratt |
| 1 | Age: | ……………………………… |
| 2 | Address: | 17 ………………………….. Street |
| 3 | Phone number: | ……………………………… |
| 4 | Years of tennis: | ……………………………… |
| 5 | Time preferred: | ………………………………. |

**B. VOCABULARY – GRAMMAR – LANGUAGE FUNCTION:**

**Choose the correct answer to complete the following sentences. (2.0 pts)**

1. He loves …………. flowers with her mother.

A. arrange B. arranging C. to arrange

2. You shouldn’t eat much fast food because you can ........... on weight quickly.

A. put B. take C. look

3. ……………… stamps is her favorite hobby.

A. Collecting B. To collect C. Collect

4. We should play sports or do exercise in order to stay in……………

A. look B. shape C. fit

5. The ……………… are people who don’t have their own houses to live in.

A. young children B. street children C. rich children

6. Mary ………… the football match last week.

A. watch B. watching C. watched

7. They …………… many clothes and books to street children so far.

A. donated B. have donated C. donate

8. **Peter**: “*Sorry! I can’t play tennis with you*”.

**Jack**: “ ……….………………”

A. What a pity! B. I’m sorry I’m late. C. Sure.

9. You should eat ……….. junk food because they are harmful to you.

A. more B. much C. less

10. **Linh**: *“Why don’t we go camping this weekend?”*

**Mai**: “………………………………”

1. Thank you very much.
2. What a great idea!
3. I don’t know.

**C. READING**

**I. Read the sentences 1-5 and match with the information in the notices A-H. (1,5 pts)**

|  |  |  |
| --- | --- | --- |
| 1. You must not play football here. | A. |  |
| 2. You should drive carefully. | B. |  |
| 3. You can sleep here. | C. |  |
| 4. Not all drivers can park here. | D. |  |
| 5. We don’t want any money yet. | E. |  |
|  | F. | **BUY NOW**  **PAY NEXT YEAR** |
|  | G. | **CHILDREN CROSSING** |
|  | H. | **LIFT NOT WORKING** |

**🡪 Answer:** 1……. 2…….. 3…….. 4…….. 5………

**II. Read the passage and circle A,B or C to complete the passage (1,5 pts)**

We know that the food we eat affects our whole life, so we must remember to eat sensibly. We should have a balanced diet. What does a “balanced diet” mean? It means you eat a variety of food without eating too much of anything. Moderation is very important. Eat the food you enjoy, but don’t have too much. This will help you stay fit and healthy.

1. Does the food we eat affect our life?

A. No B. Never C. Yes, it does.

2. How should we eat?

A. regular B. regularly C. sensibly

3. What does a “balanced diet” mean?

A. Eat many kinds of food.

B. Eat many kinds of fruit.

C. Eat many kinds of food with moderation.

4. Should we eat the food we enjoy?

A. No B. Yes C. Yes, a lot of food.

5. What will a “balanced diet” help you?

A. Stay strong and healthy

B. Become fit and tall

C. Stay fit and healthy

**D. WRITING:**

**I. Rewrite the following sentences, using the suggestd words: (1,5 pts)**

1. Linh started collecting books 3 years ago.

🡪 Linh has ………………………………………………………………………….

2. My parents like to do gardening at the weekend.

🡪 My parents love …………………………………………………………………..

3. She finds carving eggshells boring.

🡪 She thinks ………………………………………………………………………..

4. I don’t wash my face regularly. I have spots. (so)

🡪 ……………………………………………………………………………………

5. years./ English/ They/ five / have/ for / studied/ (sắp xếp)

🡪 ………………………………………………………………………………………

**II. Write a paragraph (60 – 70 words) about your hobby. You can use the following cues (1.5 points)**

1. What is the name of your hobby?
2. When did you start your hobby?
3. Who do you often share the hobby with?
4. To do the hobby, what do you have to do?
5. How do you feel about your hobby?
6. Will you continue your hobby in the future?

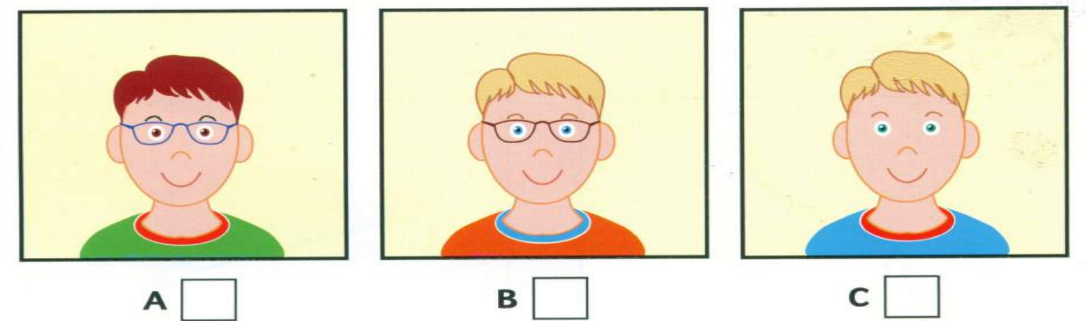
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**ĐỀ SỐ 2**

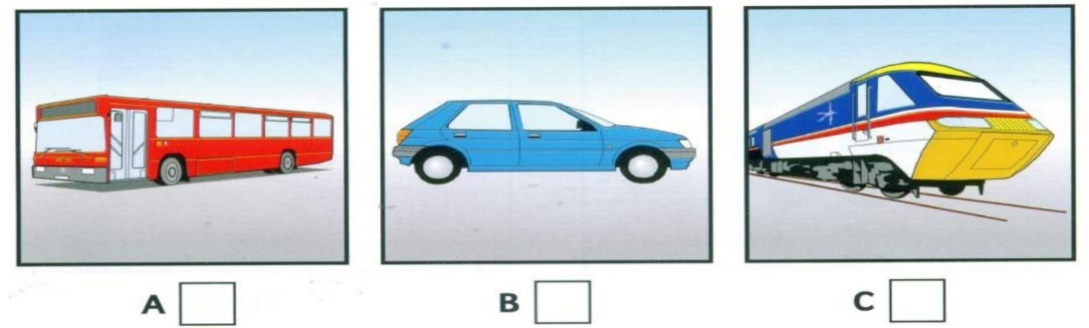
**A. LISTENING:**

**I. Listen and tick the box. You will hear the conversation twice (1.0 pt)**

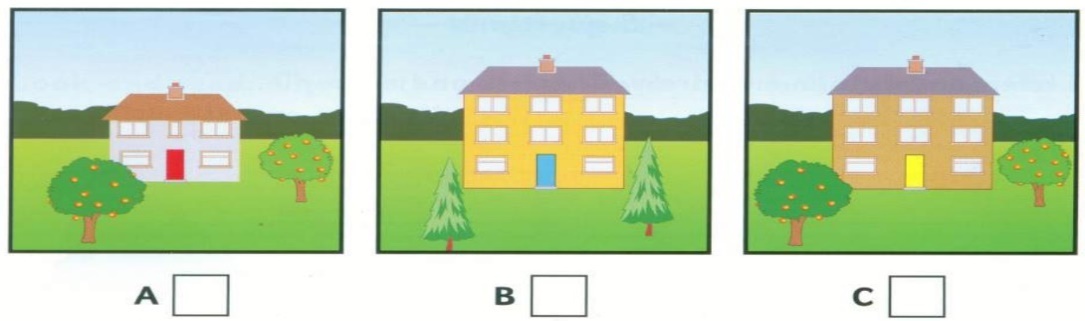
1. Which person is Jill’s cousin?



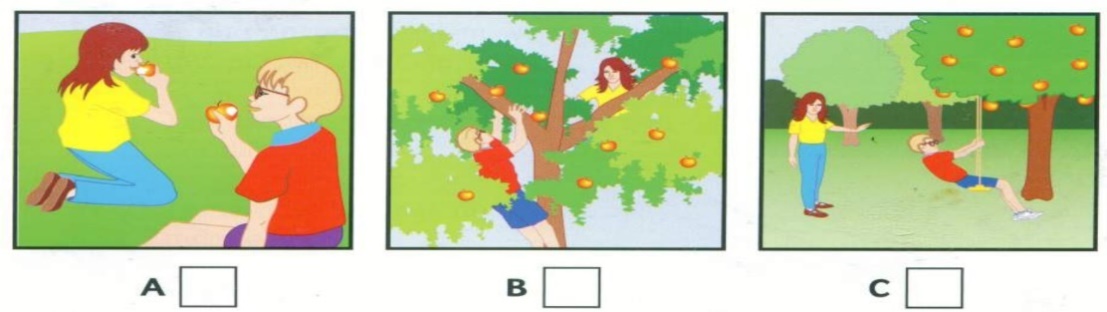
2. How did Jill go to her aunt’s house?



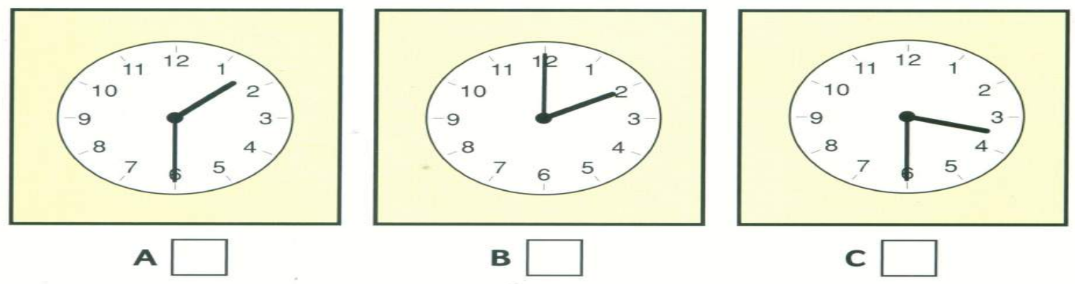
3. Which house is Jill’s aunt’s?



4. What did Jill and her cousin do?



5. What time did Jill arrive home on Sunday?



**II. Listen and write. You will hear the conversation twice (1.0 pt)**

|  |  |  |
| --- | --- | --- |
|  | **TENNIS COMPETITION** | |
|  | Full name | Betty Barratt |
| 1 | Age: | ……………………………… |
| 2 | Address: | 17 ………………………….. Street |
| 3 | Phone number: | ……………………………… |
| 4 | Years of tennis: | ……………………………… |
| 5 | Time preffered: | ………………………………. |

**B. VOCABULARY – VOCABULARY – LANGUAGE FUNCTION:**

**Choose the correct answer to complete the following sentences. (2.0 pts)**

1. She enjoys …………. board games at the weekend with his friends.

A. playing B. play C. to play

2. He keeps sneezing and coughing. I think he has ………….

A. sunburn B. flu C. toothache

3. Watching too much television is not good …………. your eyes.

A. at B. for C. With

4. She likes planting flowers and plants. Her hobby is …………

A. dancing B. gardening C. Arranging flowers

5. We usually collect ………..… and food to provide to the homeless.

A. old clothes B. Garbage C. Rubbish

6. Tom …………. some books in this bookshop last Monday.

A. buys B. bought C. buying

7. My brother and I ……… Da Lat recently.

A. visited B. will visit C. have visited

8. **Peter**: “*Sorry! I can’t go to the zoo with you this weekend*”.

**Jack**: “ ……….………………”

A. Sure B. I’m sorry I’m late. C. What a pity!

9. You should play ……….. computer games because they are harmful to your health.

A. more B. much C. less

10. **Linh**: *“Why don’t we go fishing this weekend?”*

**Mai**: “………………………………”

1. Thank you very much.
2. I don’t know.
3. What a great idea!

**C. READING**

**I. Read the sentences 1-5 and match with the information in the notices A-H. (1,5 pts)**

|  |  |  |
| --- | --- | --- |
| 1. You must not play football here. | A. |  |
| 2. You should drive carefully. | B. |  |
| 3. You can sleep here. | C. |  |
| 4. Not all drivers can park here. | D. |  |
| 5. We don’t want any money yet. | E. |  |
|  | F. | **BUY NOW**  **PAY NEXT YEAR** |
|  | G. | **CHILDREN CROSSING** |
|  | H. | **LIFT NOT WORKING** |

**🡪 Answer:** 1……. 2…….. 3…….. 4…….. 5………

**II. Read the passage and circle A,B or C to complete the passage (1,5 pts)**

We know that the food we eat affects our whole life, so we must remember to eat sensibly. We should have a balanced diet. What does a “balanced diet” mean? It means you eat a variety of food without eating too much of anything. Moderation is very important. Eat the food you enjoy, but don’t have too much. This will help you stay fit and healthy.

1. Does the food we eat affect our life?

A. No B. Never C. Yes, it does.

2. How should we eat?

A. regular B. regularly C. sensibly

3. What does a “balanced diet” mean?

A. Eat many kinds of food.

B. Eat many kinds of fruit.

C. Eat many kinds of food with moderation.

4. Should we eat the food we enjoy?

A. No B. Yes C. Yes, a lot of food.

5. What will a “balanced diet” help you?

A. Stay strong and healthy

B. Become fit and tall

C. Stay fit and healthy

**D. WRITING:**

**I. Rewrite the following sentences, using the suggestd words: (1,5 pts)**

1. Minh started playing football 2 years ago.

🡪 Minh has ………………………………………………………………………….

2. My father likes playing badminton with his friends after work.

🡪 My father enjoys …..……………………………………………………………..

3. I find reading books boring.

🡪 I think ……….………………….……………………………………………….

4. I feel weak and tired. I go to bed early. (so)

🡪 ……………………………………………………………………………………

5. times. / seen / several / I / have / film / this (sắp xếp)

🡪 ……………………………………………………………………………………

**II. Write a paragraph (60 – 70 words) about your hobby. You can use the following cues (1.5 pts)**

1. What is the name of your hobby?
2. When did you start your hobby?
3. Who do you often share the hobby with?
4. To do the hobby, what do you have to do?
5. How do you feel about your hobby?
6. Will you continue your hobby in the future?

------------------------------------------------------------------------------------------------

**ĐÁP ÁN**

**Đề số 1:**

|  |  |  |
| --- | --- | --- |
| **Questions** | **Keys** | **Points** |
| **A. LISTENING** | **Part I. (1 pt)**  1- B 2- A 3- C 4- C 5 – C | 0.2 for each |
| **Part II. ( 1 pt)**  1. 10 2. Randall 3. 810334  4. 4 (years) 5. afternoon (s) | 0.2 for each |
| **B. VOCABULARY-GRAMMAR-LANGUAGE FUNCTION** | **(2pts)**  1. B 2. A 3. A 4.B 5. B 6. C 7. B 8. A 9. C 10. B | 0.2 for each |
| **C. READING** | **I. (1.5 pts)**  1. C 2. G 3. A 4. B 5. F | 0.3 for each |
| **II. (1.5 pts)**  1. C 2.C 3. C 4. B 5.C | 0.3 for each |
| **D. WRITING** | **I. (1.5 pts)**  1. Linh has collected books for 3 years.  2. My parents love doing gardening at the weekend.  3. She thinks (that) carving eggshells is boring.  4. I don’t wash my face regularly, so I have spots.  5. They have studied English for five years. | 0.3 for each |
| **II. (1.5 pts)**   * Correct form: 0,25p * Fulfill task: 0,5p * Correct grammar: 0,25 * Good punctuation: 0,25 * Organization: 0,25p |  |

**Đề số 2:**

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| **Questions** | **Keys** | **Points** |
| **A. LISTENING** | **Part I. (1 pt)**  1- B 2- A 3- C 4- C 5 – C | 0.2 for each |
| **Part II. ( 1 pt)**  1. 10 2. Randall 3. 810334 4. 4 (years) 5. Afternoon (s) | 0.2 for each |
| **B. VOCABULARY-GRAMMAR-LANGUAGE FUNCTION** | **(2pts)**  1. A 2. B 3. B 4.C 5. A 6. B 7. C 8. C 9. C 10. C | 0.2 for each |
| 1. **READING** | **I. (1.5 pts)**  1. C 2. G 3. A 4. B 5. F | 0.3 for each |
| **II. (1.5 pts)**  1. C 2.C 3. C 4. B 5.C | 0.3 for each |
| **D. WRITING** | **I. (1.5 pts)**  1. Minh has played football for 2 years.  2. My father enjoys playing badminton with his friends after work.  3. Mai think reading books is boring.  4. I feel weak and tired, so I go to bed early.  5. I have seen this film several times. | 0.3 for each |
| **II. (1.5 pts)**   * Correct form: 0,25p * Fulfill task: 0,5p * Correct grammar: 0,25 * Good punctuation: 0,25 * Organization: 0,25p |  |

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| **Week 9- Period 26**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 4: MUSIC AND ARTS**  **Lesson 1: Getting started** |

**A. Objectives**

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

- understand the dialogue and identify the topic of the unit.

- use the lexical items related to the topic “Music and arts”.

**1. Knowledge:**

- Vocabulary: lexical items related to music and arts.

- Grammar: not as… as, the same as, different from

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Ss love music and arts.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

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| **Teacher’s and Students’ activities** | **The main contents** |
| **1. Warm up (4’)**  ***a, Aim:*** To activate Ss’ background knowledge about the topic and lead in the new lesson.  ***b, Contents:*** Ss work individually to answer the questions.  ***c, Outcome***: Ss can have some background knowledge about the topic of the lesson.  ***d, Organization****:* | |
| - T asks Ss to work individually to answer some questions:  - Ss answer the questions individually.  - T asks Ss to look at the title / the picture and guess what the conversation between Duong and Nick might be about.  - T leads in new lesson. | **Questions:**  + Do you often listen to music? When? How often?  + What kind of music do you like?  Why?  + What is art/ are arts? Give example? |
| **2. Presentation (8’)**  ***a, Aim:*** To help Ss recognize some vocabularies related to the topic and listen and read the conversation about a hobby.  ***b, Contents:***  **+** Ss work individually to study vocabulary.  + Ss work in groups to listen and read.  ***c, Outcome***: Ss can revognize some vocabularies related to the topic and listen and read the conversation about a hobby well.  ***d, Organization****:* | |
| **-** T elicits the words from students.  - T uses different techniques to teach vocabulary.  - Ss listen, repeat and take notes in their notebooks.  => **Checking**: Slap the board.  - T asks ss to look at the picture and sets the scene:  *+ Who are Duong and Nick?*  *+ Can you guess what they are talking about?*  - Ss listen and answer the question.  - T plays the recording, asks ss to listen and read. Ss work in pairs to listen and check their guess.  - Plays the recording more than once for Ss to listen and read.  - T calls on some pairs to practice the dialogue again. Ss perform.  - T gives feedback. | **Vocabulary:**   |  | | --- | | *+ live(adj): sống, trực tiếp* | | *+* ***at****mosphere: (n) không khí* | | *+* ***paint****brush : (n)bút vẽ* | | *+* ***mu****sical* ***in****struments (n): nhạc cụ* |   **1. Listen and read.**  *- They are Nick, Elena ( Nick’s sister) and Mi.*  *- They are at Nick’s house.*  *- I can see so many dolls on the shelf. The hobby may be collecting dolls.* |
| **3. Practice (25’)**  ***a, Aim:*** To help Ss understand the conversation and develop Ss’ vocabulary of hobbies  ***b, Contents:***  **+** Ss work individually to decide the statements are True or False.  + Ss work individually to finish the following sentences by writing one word/ phrase from the conversation.  + Ss work individually to find colloquial expressions.  + Ss work in pairs to make short role-plays with the expressions above.  + Ss work in pairs to write the words/ phrases under the right pictures.  ***c, Outcome***: Ss can understand the conversation cleary and they can develop their vocabulary of music and art well.  ***d, Organization****:* | |
| - T asks Ss work independently to answer the questions. Ss work independently  - T let them discuss in groups. T then checks their answers, and gives explanation.  - T asks Ss to work individually to fill the gaps in the sentences. Ss work individually.  - T lets them check the answers in pairs.  Ss work in pairs.  - Ss give the answers.  - T checks and corrects, then calls some Ss to read the sentences. Ss read.  - T asks ss to refer back to the conversation to find the phrases. Ss work individually.  - T lets ss practice saying them together. Ss do it.  - T explains the meaning to the ss, then give examples.  - T asks Ss to practice the short conversations in pairs before creating their short role-plays.  - Ss work in pairs.  - Ss perform.  - T gives feedback.  - T asks Ss to write the words/ phrases under the right pictures. Ss work individually.  - Ss give the answers. T checks and corrects.  - T plays the recording. Let Ss listen and repeat. Check and correct their pronunciation. Give them the meaning of the words. | **1a. Are these sentences true (T) or false (F)**  **Key:**  *1. T, 2. F, 3. T, 4. F, 5. F*  **1b. Finish the following sentences by writing one word/ phrase from the conversation.**  **Key:**  *1. as good as 2. loud*  *3. fantastic 4. in person*  *5. cinema*  **1c.** **Colloquial expressions**  **Key:**  *1. Let me see: used to show your interest or surprise.*  *2. Come on: used when you are thinking what to say or reply.*  *3. Come on: used to show that you don’t agree with what somebody has said.*  *4. It isn’t my thing: used to show that you don’t like something.*  **1d. Make short role-plays with the expressions above.**  **Example:**  *A: There’ll be a music concert on teacher’ Day.*  *B: Really? Are we going to sing?*  *A: Yes, of course.*  **2. Write the correct word/ phrase under each of the pictures. Then listen and repeat**.  **Key:**  *1. microphone*  *2. camera*  *3. painting*  *4. musical instrument*  *5. portrait*  *6. art gallery*  *7. crayons*  *8. museum*  *9. opera*  *10. paintbrush* |
| **4. Application (6’)**  ***a, Aim:*** To help Ss how to use more some vocabulary words related to the topic: “Music and arts”.  ***b, Contents:*** Ss work individually to complete these sentences with words from 2.  ***c, Outcome***: Ss can use more some vocabulary words related to the topic: “Music and arts” well.  ***d, Organization****:* | |
| - T asks Ss to write the correct words in the spaces. Ss work individually.  - T allows Ss to check their answers. The class gives comments. Ss do it.  - T gives correction. | **3. Complete these sentences with words from 2.**  **Key:**  *1. art gallery*  *2. paintings*  *3. museum*  *4. camera*  *5. opera.* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Consolidates ss more about the main content of the lesson.

**\* Homework:** Asks Ss to:

- Complete the exercises in their notebooks and learn the new words.

- Prepare **A closer look 1**.

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| **Week 9- Period 27**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 4: MUSIC AND ARTS**  **Lesson 2: A closer look 1** |

**A. Objectives**

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

- Use the lexical items related to the topic Music and Arts.

- Pronounce sounds / ʃ / and / ʒ / correctly in isolation and in context.

**1. Knowledge:**

- Vocabulary: vocabularies related to the topic music and art

- Pronunciation: // and //

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Ss love music and arts.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

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| --- | --- |
| **Teacher’s and Students’ activities** | **The main contents** |
| **1. Warm up (5’)**  ***a, Aim:*** To warm up the class and lead in the lesson  ***b, Contents:*** Ss work in groups to add musical instruments they know.  ***c, Outcome***: Ss can as many musical instruments as possible.  ***d, Organization****:* | |
| - Teacher elicits the topic from students.  - Teacher models.  - T asks ss to work in groups to add as many musical instruments as possible. Ss work in groups.  - T monitors and gets feedback.  - Lets ss read all the words chorally. | **Brainstorming:** *musical instruments*  => **Suggested answers:***piano****;*** *drum****;*** *guitar; violin****;*** *flute; .......* |
| **2. Presentation (8’)**  ***a, Aim:*** To help Ss recognize some lexical items related to the topic.  ***b, Contents:***  **+** Ss work individually to study new words.  + Ss work individually to put these letters in order to make musical instruments  ***c, Outcome***: Ss can realize some lexical items related to the topic.  ***d, Organization****:* | |
| - T elicits some new words.  - Ss listen, repeat and copy in their notebooks.  => Check the vocabulary: **Jumbled words (Act 3a)**  - T asks ss to reorder the letters to make musical instruments. Ss work individually.  - Ss give the answer.  - T checks and corrects. | **\* Vocabulary**   |  | | --- | | + **ce**llo: (n) đàn viôlông xen (picture) | | + **sa**xophone: (n) kèn xắc xô (picture) | | + **o**cean: (n) đại dương (picture) | | + de**ci**sion : (n) quyết định (translation) | | + **lei**sure: (n) thời gian rảnh rỗi,  lúc thư nhàn (situation) | | + ver**sion** phiên bản (explanation) |   **3a. Put these letters in order to make musical instruments**  **Answer key**:  *1. drum 2. piano;*  *3. cello 4. guitar;*  *5. violin 6. saxophone* |
| **3. Practice (24’)**  ***a, Aim:***  **+** To help Ss know how to use some lexical items related to the topic.  + To help Sspronounce sounds / ʃ / and / ʒ / correctly in isolation.  ***b, Contents:***  **+** Ss work individually to listen and repeat.  + Ss work individually to match the words with the phrases.  + Ss work in groups to write type of musical instruments in the box under the pictures.  + Ss work individually to listen and repeat**.**  + Ss work individually to listen to the words and put them into two groups.  ***c, Outcome***: Ss can know know how to use some lexical items related to the topic, and pronounce sounds / ʃ / and / ʒ / correctly in isolation correctly.  ***d, Organization****:* | |
| - T plays the recording and asks ss to repeat. Ss work individually.  - T corrects ss’ pronunciation.  - T asks Ss towork individually to match the words with the phrases.  - Ss work individually to match the words with the phrases.  - T calls one or two Ss to write the combinations on the board.  - T checks the answers.  - Lets Ss work in groups and put the letters in order to form the correct words. Then checks their answers.  - T work in group to do task 3b.  - T gives Ss enough time to do the task individually. Ss work individually.  - Ss may write the answers on the board.  - T calls some Ss to read the sentences.  - T shows Ss how to pronounce the two sounds. Ss listen.  -T plays the recording and lets Ss listen and repeat. Ss work individually.  - T corrects their pronunciation.  - T plays the recording 2 or 3 times.  T helps Ss distinguish the two sounds / ʃ / and / ʒ /, and put the words in the right columns. Ss work individually.  - Ss give more words having two sounds.  - Ss give the answers.  - T checks and corrects. | **I. Vocabulary**  **1. Listen and repeat**  **2. Match a word in A with a phrase in B**  **Key:**  *1. e 2. b*  *3. a 4. d 5. c*  **3b. Write type of musical instruments in the box under the pictures**  **=> Answer key:**  *1. a guitar 2. a drum*  *3. Dan Bau (one string guitar)*  *4. a violin 5. a cello*  *6. a piano* *7. a saxophone*  **4. Put one of these words in each blank to finish the sentences.**  **Key:**  *1. painter 2. Pop*  *3. singer 4. draw*  *5. puppets 6. Instrument*  **II. Pronunciation:** / ʃ / and / ʒ /  **5. Listen and repeat. Pay attention to the sounds / ʃ / and / ʒ /.**  **Tape script**:  / ʃ /: *condition, ocean, shy , sugar, machine*  / ʒ /: *measure, pleasure, usual, vision,*  *decision*  **6. Listen to the words and put them into two groups.**  **Key:**   |  |  | | --- | --- | | / ʃ / | / ʒ / | | *anxious*  *musician*  *dishwasher*  *rubbish* | *closure*  *occasion*  *leisure*  *version* | |
| **4. Application (6’)**  ***a, Aim:*** To help pronounce sounds / ʃ / and / ʒ / correctly in context.  ***b, Contents:*** Ss work individually to listen and tick.  ***c, Outcome***: Ss can pronounce sounds / ʃ / and / ʒ / correctly in isolation and in context well.  ***d, Organization****:* | |
| - T plays the recording as many times as possible and let Ss repeat the sentences.  - Ss work individually to do task 7.  - T corrects their pronunciation and help them do the task as directed.  \*Sound / ʃ / can be presented by sh/ ch/ s/ t/ c  \*Sound / ʒ / can be represented by s | **7. Listen and repeat the sentences**  *1. Can you show me the new machine*  *2. They sing the song “ Auld Lang Syne” on some* ***occasions***  *3. The musician is very anxious about the*  *next performance.*  *4. She wanted to share her* ***pleasure*** *with other people.*  *5. The new cinema is opposite the bus station.*  *6. Are you sure this is a modern* ***version*** *of “Romeo and Juliet?”* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Consolidates ss more about the main contents of the lesson.

**\* Homework:**

- Asks ss to do exercises in workbook.

- Prepare ***A closer look 2.***

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| **Week 10 - Period 28**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 4: MUSIC AND ARTS**  **Lesson 3: A closer look 2** |

**A. Objectives**

By the end of the lesson, ss will be able to compare something using “(*not) as…as/ the same as/ different from”* and express agreement using “*too/ either*”.

**1. Knowledge:**

- Vocabulary: vocabulary related to music and arts.

- Grammar: Comparisons: (not) as … as/ the same, Agreement: using “too/ either”.

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Ss love music and arts.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** Asks Ss to write new words (3’).

**2. New lesson:**

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| **Teacher’s and Students’ activities** | **The main contents** |
| **1. Warm up (5’)**  ***a, Aim:*** To help Ss talk about music and arts.  ***b, Contents:*** Ss work individually to answer some questions about music and arts. ***c, Outcome***: Ss can answer some questions about music and arts.  ***d, Organization****:* | |
| - T asks some questions:  - Ss answer the questions individually.  - T introduces the new lesson. | **\* Questions**  - Do you often listen to music ? When?  How often?  - What kind of music do you like? Why?  - What is art/are arts? Give example? |
| **2. Presentation (10’)**  ***a, Aim:*** To help Ss understand and use comparisons: (not) as…..as / the same as / different from and too, either.  ***b, Contents:***  **+** Ss work individually to study the ccomparisons: *(not) as……..as / the same as/ different from.*  + Ss work individually to study “*too/ either*”  ***c, Outcome***: Ss can understand and use comparisons: (not) as…..as / the same as / different from and too, either well.  ***d, Organization****:* | |
| - T explains the uses of the three structures to Ss and give some examples.  - Ss copy and give examples individually.  - T explains to the class the use and location in the sentence of too and either.  - Ss copy and give examples individually. | **Grammar 1: Comparisons**  (not) as……..as / the same as / different from  - as + adjective + as to show that two things are similar.  - not as + adjective + as to mean something is more or less than something else.  - the same as… to show similarity.  - different from to show that two or more things are different.  Example: ( in the text book.)  **Grammar 2: too & either**  - too: used to express agreement with a positive statement.  - either: used to express agreement with a negative statement. |
| **3. Practice (20’)**  ***a, Aim:*** To help Ss apply the grammar points of comparisons: (not) as…..as / the same as / different from and too, either to do exercises.  ***b, Contents:***  **+** Ss work individually to put *as*, or *from* in the gaps.  + Ss work individually to put one of these phrases in each gap in the passage.  + Ss work in pairs to make sentences.  + Ss work individually to match the beginnings of the sentences with the picture that complete them.  + Ss work individually to make sentences with the words given or their own ideas  ***c, Outcome***: Ss can apply the grammar points of comparisons: (not) as…..as / the same as/ different from and too, either to do exercises correctly.  ***d, Organization****:* | |
| - T asks Ss to work by themselves and write down the missing words.  - Ss work individually, then give the answers.  - T corrects Ss’ mistakes.  - T asks some Ss to read the sentences.  - T asks Ss to do the task individually.  - Ss put a suitable word in each gap, and compare their answers with a classmate.  - T corrects Ss’ answers.  - T explains if necessary.  - T corrects their pronunciation.  - T asks Ss to work in pairs to make sentences. Ss work in pairs.  - T helps them interpret the table first. – T gives them instructions on how to do the task.  - T checks and gives comments.  - T asks Ss to work independently, writing down the answers. Then let them work in pairs to check and read out the sentences.  - T goes round and corrects mistakes or gives help when and where necessary.  - Ss write answers on the board.  - T checks and corrects.  - T lets Ss work independently to write down their sentences to make a list of the likes and dislikes. They have their choices, so long as their sentences are correct grammatically. T encourages them to give their own ideas.  - Ss work individually to do task 5.  - T calls some Ss to write answers on the board.  - T checks and corrects. | **1. Put *as*, or *from* in the gaps.**  **Key:**  *1. as 2. as 3. as*  *4. from 5. as 6. as*  **2. Put one of these phrases in each gap in the passage.**  **Key:**  *1. the same as*  *2. as quiet as*  *3. different from*  *4. as narrow as*  *5. friendly as*  *6. the same as*  **3. Make sentences.**  E.g: Young talent is more friendly than Nightingale.  Nightingale is not as friendly as Young Talent, but it is safer.  **4. Complete the following sentences with “too” or “either”**  **Key**:  *1. too 2. either 3. either*  *4. too 5. Too*  **5. Make sentences with the words given or your own ideas.**  **Suggested answers:**  *- I’m very interested in* ***Pop music***  *- I think* ***music*** *is very boring*  *- What I like to do most in my spare time is ………….*  *- In my spare time, I often …………..*  *- I never …………, even if I have time* |
| **4. Application (5’)**  ***a, Aim:*** To help Ss use too and either in context.  ***b, Contents:*** Ss work in pairs to report to the class using too/ either.  ***c, Outcome***: Ss can use too and either in context well.  ***d, Organization****:* | |
| - T asks Ss to work in pairs to share their lists of ideas.  - Ss work in pairs.  - T may ask some more able Ss to report their results to the class.  - Ss report to the class.  - T gives feedback and comments. | **6. Report to the class using too/ either.**  **Example:**  *Nam is interested in drawing and I am too.*  *Phong doesn’t like folk music and I don’t either.* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Consolidates ss more about:

*+Comparisons: (not) as… as/ the same as/ different from*

*+ Agreement: too/ either*

**\* Homework:** Asks Ss to:

+ Revise Grammar above.

+ Prepare **Communication.**

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| **Week 10 - Period 29**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 4: MUSIC AND ARTS**  **Lesson 4: Communication** |

**A. Objectives**

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

- Discuss and give the opinion about music and the arts should be compulsory subjects at schools in Viet Nam.

- Talk/ sing or do other activities related to music and arts.

**1. Knowledge:**

- Vocabulary: extra vocabulary related to the topic “Music and arts”.

- Grammar: present simple, comparative and superlative.

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Ss love music and arts.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** Asks Ss to write new words (3’).

**2. New lesson:**

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| --- | --- |
| **Teacher’s and Students’ activities** | **The main contents** |
| **1.** **Warm up (5’)**  ***a, Aim:*** To provide Ss some background knowledge about the topic and lead in new lesson.  ***b, Contents:*** Ss work groups to list the names of famous musician, actors, actresses, painters, drama director... they know.  ***c, Outcome***: Ss can giving the names of famous musician, actors, actresses, painters, drama director… as many as possible.  ***d, Organization****:* | |
| - T elicits the topic from students.  - T lets ss brainstorm in groups to giving the names of famous musician, actors, actresses, painters, drama director... they know in 2'  - Teacher models. Ss listen.  - T asks ss to work in groups to add as many names as possible. Ss do it.  - T asks ss to show their list of words.  - T monitors and gets feedback.  - The group has the longest list wins the game.  - T leads in new lesson. | **Brainstorming**  => ***Possible answer***:  *+ Pham Tuyen – musician*  *+ Van Cao* ***-*** *musician*  *+ To Ngoc Van – artist*  *+ Ho Ngoc Ha – singer*  *+ Xuan Bac – actor ….* |
| **2. Presentation (5’)**  ***a, Aim:*** To help Ss recognize some lexical items related to the topic.  ***b, Contents:*** Ss work individually to study extra vocabulary.  ***c, Outcome***: Ss can recognize some vocabularies related to the topic well.  ***d, Organization****:* | |
| - T teaches the vocabulary.  - Ss listen and copy individually.  - T asks Ss to listen and repeat the words  - Ss listen and repeat individually. | **\*Extra vocabulary.**  *- Composer (n): nhà soạn nhạc, nhạc sĩ*  *- Originate (v): bắt nguồn*  *- Anthem (n): quốc ca*  *- Curriculum (n): chương trình*  *- Compulsory (adj): bắt buộc*  *- Academic (adj): học thuật* |
| **3.** **Practice (17’)**  ***a, Aim:*** To help Ss understand the contents of the passage. Then discuss about learning music and arts subjects at school in Viet Nam.  ***b, Contents:***  **+** Ss work in pairs to do music quiz.  + Ss work in pairs to read and discuss the questions.  ***c, Outcome***: Ss can understand the contents of the passage. Then discuss about learning music and arts subjects at school in Viet Nam well.  ***d, Organization****:* | |
| - T asks ss to work in pairs and answer the questions by choosing a correct answer. Ss work in pairs and give the answers.  - T gives feedback and corrects.  - T asks Ss to read the paragraph and find the main ideas in pairs.  - Ss read and give the main content in pairs.  - T asks some students about the important of music and arts in education? Ss answer  - T asks Ss to discuss the question  - T models with some Ss and gives some suggestions. | **1. Music Quiz**  => **Answer key**:  *1B; 2C; 3A;*  *4C; 5B; 6B*  **2. Read and discuss the questions.**  **\* Discuss the question:**  - Do you think music and the arts should be compulsory subjects at schools in Viet Nam? Why or Why not?  **Example:**  *T: Do you think music and arts should be compulsory subjects at schools in Viet Nam?*  *S: I agree because music and arts help students relax their mind. What about you?* |
| **4. Application (13’)**  ***a, Aim:*** To help Ss talk the benefits of subjects which they like.  ***b, Contents:*** Ss work in groups to make a list.  ***c, Outcome***: Ss can talk the benefits of subjects which they like well.  ***d, Organization****:* | |
| - T asks Ss to talk about the benefits of the top three subjects on their list help them in other areas of school and life.  - T gives the example.  - T asks Ss to prepare in one minute. Ss prepare in one minute.  - T calls some Ss talk. Ss talk individually.  - T then gives comments. | **3. Make a list from the most useful to the least useful. How can the top three subjects on your list help you in other areas of school and life?**  => **Example**:  *+ painting helps me to be creative*  *+ music helps me relax*  *+ dancing helps me do exercises and keep fit*  *+ singing helps me be happy and get rid of stress* |

**3. Consolidation and guides for homework (2’)**

**1. Consolidation:**

- Consolidates ss more about the main content of the lesson

**2. Homework:**

- Asks ss to do exercises in their workbook.

- Learnt by heart new words.

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| **Week 10 - Period 30**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **THE MID-TERM 45 MINUTE**  **TEST CORRECTION** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, ss will be able to realize what they have done, what they haven’t done.

**2. Competence:** They can self-evaluate their studying and have good plans to improve.

**3. Behavior:** Students are hard-working and attentive. They will try their best to get better results.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, paper tests, loud speaker.

**2. Students**: Textbooks, notebooks, paper tests.

**C. Procedures**

**1. Checking:** During the lesson.

**2. The Mid-term 45-minute Test correction:** (43’)

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **The main contents** |
| **I. Correct the mid-term 45 – minute test**  **A. LISTENING**  **I. Listen and tick the box. (1.0 pt)** *0,2 pt for each correct answer*  - Asks ss to answer again each question and explain.  - Gets feedback.  **II. Listen and write. (1.0 pt)** *0,2 pt for each correct answer*  - Asks ss to answer again each question and explain.  - Gets feedback.  **B. VOCABULARY – GRAMMAR – LANGUAGE FUNCTION:**  **Choose the correct answer to complete the following sentences. (2.0 pts)** *0,2 pt for each correct*  - Asks ss to answer again each question and explain.  - Gets feedback.  **C. READING**  **I. Match each statement (1 – 5) with the suitable notice (1.5 pts)** *0,3 pt for each correct answer*  - Asks ss to read the text again then answer the questions.  - Gets feedback.  **II. Read the passage and circle A,B or C to complete the passage (1,5 pts)** *0,3 pt for each correct answer*  - Asks Ss to answer again each question and explain.  - Gets feedback.  **D. WRITING**  **I. Rewrite the following sentences, using the suggestd words: (1,5 pts)** *0,3 pt for each correct answer*  - Asks Ss to answer again each question and explain.  - Gets feedback.  -------------------------\*\*\*--------------------------  **II. Let Ss know their common mistakes:**  **Listening:**  - Part I: Most Ss do well.  - Part II: Many Ss do incorrectly questions 2,3.  **Grammar – Vocabulary – Language function:**  - Many Ss do incorrectly question 3, 6, 8.  **Reading:**  - Part I: Many Ss couldn’t answer question 3 correctly.  - Part II: many students couldn’t answer question 1, 2, 3, 4 correctly.  **Writing:**  - Part I: Many Ss couldn’t do questions 1, 3, 5 well.  - Part II: Many SS make spelling mistakes in their writing. Their words are not clear enough for reading. The grammar and structure are quite good.  **\* Solution**  - Gives compliment to good students and gives the criticism to lazy students.  - Encourages students to study harder.  - Reminds students to avoid making the common mistakes.  **III. Consolidation & Homework (2’)**  **1. Consolidation:**  - Asks Ss to retell what they have learnt.  **2. Homework:**  - Asks ss to learn new words at home.  **- Prepare Skills 1.** | **A. LISTENING**  **I.** 1- B 2- A 3- C 4- C 5 – C  **II.** 1. 10 2. Randall 3. 810334  4. 4 (years) 5. afternoon (s)  **B. VOCABULARY – GRAMMAR – LANGUAGE FUNCTION**  - Đề số 1:  1. B 2. A 3. A 4.B 5. B  6. C 7. B 8. A 9. C 10. B  - Đề số 2:  1. A 2. B 3. B 4.C 5. A  6. B 7. C 8. C 9. C 10. C  **C. READING**  **I.**  1. C 2. G 3. A 4. B 5. F  **II.**  1. C 2.C 3. C 4. B 5.C    **D. WRITING**  **I.** - Đề số 1:  1. Linh has collected books for 3 years.  2. My parents love doing gardening at the weekend.  3. She thinks (that) carving eggshells is boring.  4. I don’t wash my face regularly, so I have spots.  5. They have studied English for five years.  - Đề số 2:  1. Minh has played football for 2 years.  2. My father enjoys playing badminton with his friends after work.  3. Mai think reading books is boring.  4. I feel weak and tired, so I go to bed early.  5. I have seen this film several times.  ------------------------------------------------  - Listen, take notes and remember.  - Recall and remember.  - Recall and remember.  - Take note and do at home. |

* **Result:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Class** | **3,5 - 5** | **%** | **5 – 6,5** | **%** | **6,5 - 8** | **%** | **8 - 10** | **%** |
| 7A |  |  |  |  |  |  |  |  |
| 7B |  |  |  |  |  |  |  |  |
| **Grade 7** |  |  |  |  |  |  |  |  |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Consolidates ss more about the main content of the lesson

**\* Homework:**

- Asks ss to prepare **Skills 1.**

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| **Week 11 - Period 31**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 4: MUSIC AND ARTS**  **Lesson 5: Skills 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson students will be able to:

- Read the text about water puppetry for specific information

- Read for specific information about traditional arts.  
- Speak about musical instruments, artists, painters…

- Vocabulary: lexical items related to “***Music and arts”.***

- The reading text

-Skill: improve peaking, reading skills.

**2. Competence:**

- Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Students can improve their reading and speaking skill. Ss practice reading about a type of traditional arts: water puppetry for general and specific information; talking about some types of music.

**3. Behavior:** Raising Ss’ knowledge about Vietnamese puppetry

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Students’ and teacher’s activities** | **Contents** |
| **1.Warm up (5’)**  ***a, Aims:*** To set the sence of the text and to lead in the new lesson.  ***b, Contents***: Discuss the questions about traditional Vietnamese performance.  ***c, Outcome*:** Ss can have some knowledge about traditional Vietnamese performance.  ***d, Organization*:** | |
| **Discussion:**  - What kinds of traditional Vietnamese performance do you know about?  - Do you know about water puppetry? Have you been to a water puppet show? If yes, did you like it? Why or why not? | Ss work in pairs to discuss the questions. |
| **2. Presentation (8’)**  ***a, Aims:*** Help students know some vocabulary related to the topic.  ***B, Contents***:  + Ss learn some new words.  + Find the words in the text which mean  ***C, Outcome*:** Ss can know some vocabulary words related to the topic water puppetry  ***D, Organization*:** | |
| - Have Ss guess the meaning of the vocabulary.  - Tell Ss that this vocabulary will appear in the task that follows.  - T explains new words by definition them  - Ss listen, repeat and copy  **Ex 1:** Ss work individually to find the words. Call on some Ss to say the words or write them on the board. T gives correction. | **I. Reading.**  - perform (v) : biểu diễn  - performance (n) : buổi trình diễn  - puppeteer (n): người điều khiển con rối  - rural (adj) : nông thôn  - emotional (adj) : xúc cảm  - melodic (adj) : du dương  ***1. Find the words in the text which mean:***  1. special or different  2. started  3. showed or presented  4. from the countryside  5. events or celebrations  Key:  1. unique  2. Began  3. performed  4. rural  5. festivals |
| **3. Practice (20’)**  ***a, Aims:*** Help Ss read the text about water puppetry for specific information.  ***b, Contents***:  *+* Answer the questions.  + Match the types of music in A with the adjectives to describe them in B  ***c, Outcome*:** Ss can deeply understand the text by readinginformation about water puppetry and have more knowledge about water puppetry then use the adjectives to describe them and play game..  ***d, Organization*:** | |
| **Ex 2:** Ask Ss to read the passage again, then answer the questions. Then call on some individuals to read aloud to the class. Check their pronunciation and intonation. Explain the new words and clarify anything difficult. | ***2. Answer the following questions.***  1. It began in the 11th century.  2. It takes place in a pool.  3. They are controlled by puppeteers.  4. They are made of wood  5. They are about everyday life in the countryside and about folk tales. |
| T lets Ss talk about other forms of traditional arts in Viet Nam ( or in the region/ world). Refer to famous traditional arts in some countries ( e.g. Lam Vong dance of Laos, Chinese traditional opera, ballet of France and Russia…)  **Ex 3**: Ss work in pairs and match the two columns.  After that allow Ss some time to talk about their favourite kind of music: what kind they like best and why, whether they play any musical instruments, when and how often they listen to music, and how music is useful to them. | **II. Speaking**  ***3. Match the types of music in A with the adjectives to describe them in B***  1. e 2. A 3. B 4. C 5. D |
| **4. Application (10’)**  ***a, Aims:*** Help Ss practice speaking  ***b, Contents***: ***Game: Tic Tac Toe***  ***c, Outcome*:** Ss know how to play game: Tic Tac Toe  ***d, Organization*:** | |
| Ex 4: Game: T explains the rules of the game Tic Tac Toe to Ss  Ss work in pairs. Decide which partner is X , which is O and who will go first. The first player chooses a box and calls out a number.  E.g:  Player 1: “ I want number 2”  Player 2: OK, sing a song in English!  Then he/she has to sing a song in English.  If the first player answers the question for that box correctly he/ she can put an X or an O in the box. The first person to get three Xs or three Os in a row, wins! | ***4. Game: Tic Tac Toe***  E.g:  Player 1: “ I want number 2”  Player 2: OK, sing a song in English! |

**\* Homework- 2’**

**-** Learn by heart the new words

- Do exercise C in workbook. The next lesson: Unit 4- Skills 2.

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| **Week 11 - Period 32**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 4: MUSIC AND ARTS**  **Lesson 6: Skills 2** |

**A.Objectives**:

1. ***Knowledge:*** By the end of the lesson, students will be able to:

- Listen for specific information about an artist.

- Fulfill the listening tasks about Picasso, an artist of the world.  
- Write a letter to invite a friend to an art exhibition.

*a. Vocabulary:* Vocabulary about life in the past.

*b. Grammar:* Review.

*c. Skills:* Listening and writing True or false, listening and completing, writing a paragraph, spoken interaction, talking the presentation.

***2. Competence development:***

- Groupwork, independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Students can improve their listening and writing skill, ss can practice listening for specific information about an artist – Picasso; writing an informal letter of invitation.

***3. Behavior:*** Raising Ss’ knowledge about music and arts and they will love music and arts more.

**B.Teaching aids**:

1. Teacher : Lesson plan, poster, textbook , teacher’s book.

2. Students: Workbook, notebook, look up vocabulary

**C. Procedure**:

**1. Checking:**

- During the lesson

**2. New lesson:**

|  |  |
| --- | --- |
| **Students’ and teacher’s activities** | **Contents** |
| **1. Warm up- 5’**  *a.Aim:*To attract Ss’ attention to the lesson and lead in the lesson  *b. Content :* ***\** Guessing game**  *c. Outcome:* Ss can attract to the topic and think about some activities of traditional music and arts.  *d. Performance:* | |
| - Teacher elicits some phrases from students  - Teacher writes on the board: *"I'm going to ......................... this weekend"*  - Asks ss to complete the sentence using one of the phrases and keep it secret.  - Asks ss to make *yes/no questions* to guess their friends' choice.  - Tells ss the one who have a correct guess, continues the game. | ***\** Guessing game**  => ***Possible answer***:  *+ watch a water puppet show*  *+ go to the Children's Painting Exhibition*  *+ go to the music festival*  *+ see Picasso sculpture at the art gallery*  *+ go to the Exhibition of Modern Art*  *+ listen to rock and roll*  *+ paint some pictures*  **E. g:**  *A: Are you going to watch a water puppet show this weekend?*  *B: No, I'm not.*  *C: Are you going to.......?* |
| **2. Presentation- 10’**  *a.Aim:*Help Ss know the way to listen correctly and open prediction about Picasso.  *b. Content :*  + Read: Listening tip  + Look at the picture and answer the question..  *c. Outcome:* Ss can know how to listen well and look at the picture and say what they know about Picasso.  *d. Performance:* | |
| - T explains Listening Tip to Ss, telling them if they are going to apply the listening tip, then they must be given time to take notes.  - Then tell Ss to look at the picture and say what they know about Picasso.  *+ Do you know what it is?*  *+ What do you know about Picasso?*  => *Today we are going to listen to a text about Picasso.*  *+ Before listening, guess four of the words in* ***1 P45*** *that you will hear in the text.* | **Read: Listening tip:**  When you listen, it is very useful to take notes. Try to note down the keywords ( important words). This helps you to remember the main ideas. |
| **3. Practice- 15’**  *a.Aim:*Help Ss listen for specific information about Picasso and do listening exercises.  *b. Content :*  + Listen to the passage about Picasso and circle the words you hear.  + Listen to the passage again and choose the correct answers.  + Listen to the passage one more time. As a class, discuss how the listening is organized ( according to a timeline, the order of important events, or another way)  *c. Outcome:* Ss can practice listening for specific information about Picasso to do exercises well.  *d. Performance:* | |
| Ex1:  - T asks Ss to close their books.  - T tells Ss they should listen and note down the keywords in their notebooks. T: Plays the listening once.  - T asks Ss what they learned about Picasso.  Ex2:  - T plays the recording again and asks Ss to listen carefully and circle the words they hear in the passage.  - T gives the key.  Ex3;  - T plays the recording again. While Ss listen, they have to circle A, B, or C for their answers.  - T gives the key.  - T plays the recording again once more. As a class, Ss discuss how the listening is organised. | ***1. Listen to the passage about Picasso and circle the words you hear.***  1. artists  2. training  4. portrait  6. paintings.  - Look at the words you’ve circled. Do you know what all of these words mean?  ***2. Listen to the passage again and choose the correct answers.***  1. A 2. B 3. A 4. C  ***3. Listen to the passage one more time. As a class, discuss how the listening is organized ( according to a timeline, the order of important events, or another way)***  **=> Key:** *According to timeline* |
| **4. Application - 14’**  *a.Aim:*Help Ss a letter to invite a friend to an art exhibition.  *b. Content :*  + Writing tip  + Read the following letter and choose the correct answer.  + Write a letter to invite a friend to an art exhibition, using the following.  *c. Outcome:* Ss can know how to write an informal letter of invitation.  *d. Performance* | |
| - Lets ss read the sample letter carefully and choose the correct answer to the questions below.  *+ Is it a formal letter or an informal one?*  *+ Which sentence show Duong's invitation.*  *+ Why would you write an informal letter of invitation? And to whom?*  - T asks Ss why they would write an informal letter of invitation and to whom ( to invite sb to do sthing, and to sb who has close relationship to you)  The focus their attention on the writing tip. | **2. Writing**  => ***Possible answer***:  *+ It's an informal letter.*  *+ How about watching a water puppet show?*  *+ We write an informal letter of invitation to invite somebody to do something. And to somebody who has close relationship to us.*  **Informal letter of invitation.**  **Writing tip**  When you write an informal letter of invitation, you use:  How about + V-ing ?  ***4. Read the following letter and choose the correct answer.***  1. A 2. B |
| - Ss read the sample letter carefully, and note down the useful expressions (cues) for writing an informal letter of invitation.  - T writes them on the board.  - Ss choose the correct answers.  - Ss read the cues carefully, then practise wriitng the letter.  - T tells Ss to play special attention to spelling and punctuation.  - T may collect some Ss’ writing papers and mark them, then give comments to the class. | ***5. Now write a letter to invite a friend to an art exhibition, using the following.***  - Event: Exhibition of Modern Art.  - Time: 9 o’clock, Saturday morning  - Place: Arts centre  - Time to meet: 8.15 |

**\* Home work- 1’**

- Do exercises Workbook.

- Prepare: Looking back and project.

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| **Week 11 - Period 33**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 4: MUSIC AND ARTS**  **Lesson 7: Looking back and Project** |

**A. Objectives**:

1. ***Knowledge :***By the end of the lesson, students will be able to:

- Review Music and Art Vocabulary .

- Consolidate the grammar points of the unit: “ the same as/ (not) as…as/ different”

- Practice the way to communicate using the language items so as to reinforce their language ability and language skills.

- Review the way to express agreements using “ too/ either”

- Practice vocabulary and grammar points they have learnt in this unit.

- Present and share their project” Dong ho paintings” in class.

*a. Vocabulary:* lexical items related to the topic “Music and arts”

*b. Grammar:* the same as/ as + Adj + as/ different from….

*c. Skills:* odd words, writing names of the games, sentences completion, answering the questions, completing the paragraph, matching, spoken interaction.

***2. Competence development:***  students can look back what they have learnt in Unit 4 and do a Project related to music and arts. Groupwork, independent working, pair work, linguistic competence, cooperative learning and communicative competence.

***3. Behavior:*** Ss work hard and students consciously protect and preserve traditional arts and music.

**B.Teaching aids**:

1. Teacher : lesson plan, poster, textbook , teacher’s book.

2. Students: workbook, notebook, look up vocabulary

C. **Procedure**

**1. Checking:**

- During the lesson

**2. New lesson:**

|  |  |
| --- | --- |
| **Students’ and teacher’s activities** | **Contents** |
| **1. Warm up- 4’**  *a.Aim:*To correct Ss’ writing.  *b. Content :* Checking Ss’ writing.  *c. Outcome:* Ss can know how to write an informal letter of invitation corectly.  *d. Performance:* | |
| T checks students’ writing  Ss give the writing to check  T corrects  T introduce the lesson |  |
| **2. Vocabulary- 11’**  *a.Aim:*Help Ss review some words related to topic: Music and arts.  *b. Content :* Review vocabulary  + Match the words in column A with the ones in column B.  + Put a word from the box in each gap to complete the passage.  *c. Outcome:* Ss can remind some learnt vocabulariesrelated to the topic “Life in the past” and how to use them.  *d. Performance:* | |
| Ex1: Ss do this task individually to match the words in two columns. T corrects their mistakes.  Ex2: Let Ss work in pairs. Tell Ss to write the answers in their notebooks. Give explanation if necessary. Then T corrects the mistakes. T may let Ss read the passage in chorus or individually. | **I. Vocabulary.**  ***1. Match the words in column A with the ones in column B.***  1. e 2. c 3. b 4. a 5. d  ***2. Put a word from the box in each gap to complete the passage.***  1. music  2. arts  3. stages  4. go  5. films |
| **3. Grammar- 10’**  *a.Aim:*Help Ss review the structure: As …as/ the same as/ different from...  *b. Content :* Review grammar  + Put the words/ phrases from the box in the gaps to complete the sentences.  + Rewrite these sentences, using the words in brackets.  + Complete the following sentences, using “too” or “ either”  *c. Outcome:* Ss can use the structure: As …as/ the same as/ different from… to do exercises well and corectly.  *d. Performance:* | |
| Ex3: Have Ss work in pairs or in groups and write their answers in their notebooks. T checks their answers.  Ex4: Ss work individually first to write the sentences. Then they work in pairs to swap their sentences. T gives correction and calls some Ss to red the sentences aloud.  Ex5: Ss do the task individually. Then they can check their answers with a partner. | **II. Grammar.**  ***3. Put the words/ phrases from the box in the gaps to complete the sentences.***  1. art gallery  2. artistic  3. films  4. in person  5. sung  ***4. Rewrite these sentences, using the words in brackets.***  1. The photograph is not as big as the painting.  2. My painting is not as expensive as this painting.  3. This picture is not different from the picture in our room.  4. This film is the same as the one we saw last week.  5. The journey was not as long as we thought at first.  ***5. Complete the following sentences, using “too” or “ either”***  1. too  2. either  3. either  4. too  5. too |
| **4. Communication- 5’**  *a.Aim:*Help Ss do exercise well then talk about music and art.  *b. Content :* Match the questions 1-6 with the answers A-F.  *c. Outcome:* Ss can match the questions with the answers then talk about music and art.  *d. Performance:* | |
| Ex 6.  Ss read the questions and answers once or twice. Then match them.  Ss work in pairs and role-play the questions and answers, then write all sentences in their notebooks.  Finish!  Finally ask Ss to complete the self-assessment. Identify any weakness and provide further practice if necessary. | **III. Communication**  ***6. Match the questions 1-6 with the answers A-F.***  1. B 2. A 3. E 4. C 5. D 6. F  Finish! Now I can…. |
| **4. Application - 13’**  *a.Aim:*Help Ss can make their project confidently.  *b. Content :* Speaking  *c. Outcome:* Ss can know how to do project  *d. Performance:* | |
| This project can be done as homework.  1. Ss work in groups. T tells them to look at the pictures and read the passage carefully. Explain words and anything difficult for Ss. Make sure they understand everything thoroughly.  2. Ss work independently. T encourages them to use their imaginations and make their own paintings. T helps Ss organize a painting shows among the class members. Write sentences to compare those paintings. | ***IV. Project***  1. Work in groups. Look at the following pictures and read the information below.  2. Based on the information about Dong Ho paintings and your own ideas, draw a picture of animals or the things around you…. |

**\* Homework- 2’**

- Do all the last exercises of unit 4 in workbook.

- Prepare for the next lesson: Unit 5 – Getting started.

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| **Week 12 - Period 34**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 5: VIETNAMESE FOOD AND DRINK**  **Lesson 1: Getting started** |

**A. Objectives**:

1. ***Knowledge***: By the end of the lesson Ss will able to:

- Introduce Ss to the lexical items relating to the topic” Food and Drink”

- Understand the content of the dialogue. Ss ask and answer different traditional food.

- Be aware of the names of some food and drink; distinguish them as well as the adjectives to describe them.

*a. Vocabulary:* vocabulary (nouns + adjectives) related to food and drink.

*b. Grammar:* Present simple;

*c. Skills:* Reading and listening and speaking skills

***2. Competence development:***

- Students can talk about and describe their own favorite food or drink, they can introduce ss the names of some food or drink as well as adjectives describing them.

- groupwork, independent working, pair work, linguistic competence, cooperative learning and communicative competence.

***3. Behavior***: Ss want to know about Vietnamese food and drink.

**B.Teaching aids**:

1. Teacher : lesson plan, poster, textbook , teacher’s book

2. Students: workbook, notebook, look up vocabulary

**C,Procedure**:

**1. Checking:** During the lesson

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **Contents.** |
| **1. Warm up- 5’**  *a.Aim:*Help Ssstudents review some words which they have learnt about occupations.  *b. Content :* Play game: “Who am I?”  *c. Outcome:* Ss can attract to the lesson and remember some words which they have learnt about occupations.  *d. Performance:* | |
| - Play game: “Who am I?”  - How to play: call a student go to the board and give activities and the class guess: what is his job? | **\* Occupations**  - singer  - artist  - teacher  - doctor  - cook  … |
| **2. Presentation- 15’**  *a.Aim:*Help Ss to know some the lexical items to food and drink and precdict the content of the conversation.  *b. Content :*  + Learn vocabulary  + Set the sence  *c. Outcome:* Ss can understand some new words and predict contents of the conservation.  *d. Performance:* | |
| T elicits some new words (pictures, realias, situations ….)  Ss copy  T asks students to repeat the new words  Ss repeat  T calls some students read the new words  - Check the new words by doing exercise 2/49page: (How to play: Prepare 10 pictures about the food and drink and then students to match them with the words. Call about 2 students)  T corrects  T asks students to look at the picture and answer the questions.  + Where are Phong and his Mum?  + What are they doing?  + What is there in the fridge?  - Introduce the conversation: Today, Phong’s mother and his father won’t be home so Phong will have to eat dinner alone.  - Listen to the tape (twice) | **1. Listen and read**  ***\* Vocabulary:***  **2. Listen &read:**   |  |  |  | | --- | --- | --- | | + **to**fu | : (n) | đậu phụ (picture) | | + **car**ton | : (n) | hộp bìa cứng (realia) | | + instead of | : (adv) | thay vì (translation) | | + **o**melette | : (n) | trứng rán (picture) | | + **tu**rmeric | :(n) | củ nghệ (realia) | | + **bi**tter | :(adj) | đắng (example) | | + **frag**rant | :(adj) | thơm (translation) | | + sour | :(adj) | chua (example) | | + **spi**cy | :(adj) | cay (example) | | + salt | : (n) | muối (example) | | + **sal**ty | :(adj) | mặn (explanation) | |
| **3. Practice- 15’**  *a.Aim:*Help Ss interact a conversation of Phong and her mom ,understand the content of the conversation to answer the questions and they also know how to identify food and drink.  *b. Content :* Practice  + Find the word about Food and Drink.  + Answer the questions  + Listen and repeat the adjectives.  + Practice speaking  *c. Outcome:* Ss can understand the conversation and answer the questions, they know about some more adjectives to talk about the food and drink  *d. Performance:* | |
| - Ask students to do exercise b/49 page  (How to do: Ask them to read the conversation and find the word about Food and Drink individually and then give sub-board and ask them to work in groups (3 groups)to complete the table)  T corrects  T asks students to do exercise a/49 page : answer the questions  - Play game: “Lucky picture” in groups (two groups) | ***\* Find the word about Food and Drink.***   |  |  | | --- | --- | | Food | Drink | | meat | milk | | tofu | Juice | | fried vegetables | mineral water | | bread | orange juice | | noodles |  | | rice |  |   ***\* Answer the questions:***  1. Because his parents are going to the opera tonight and they won’t be home until 9 pm.  2. There’s some rice left from lunch.  3. Phong should warm it up.  4. She’ll buy some milk tomorrow.  5. He can have some orange juice instead of milk. |
| T asks students to listen to the tape and repeat.  Ss listen and repeat  T adds some more adjectives to talk about the food and drink in 2.  T asks them to use adjectives to talk about the food and drink  Eg: Lemonnade is sour  T asks Ss to go around the class and ask about their favorite food and drink.  Ss practise  T asks Ss to report before the class | **3. Listen and repeat the adjectives.**  **\* other adjectives**  acrid: hăng  limber : mềm  sickly : tanh  bland : nhạt  **4. Practice speaking**  Example:  A: What’s your favorite food?  B: It’s beef noodle soup.  A: When do you usually eat it?  B: In the morning.  A: How is it?  B: It’s delicious  Eg:  I have a small survey with my classmate about their favorite food and drink. As a result, Hoa said that her favorite food is noodle because it is good……. |
| **4. Application- 14’**  *a.Aim:*Help Ss practice asking and answering about What ‘s your favorite food and drink?  *b. Content :* Game: What ‘s your favorite food and drink?  *c. Outcome:* Ss candescribe his or her favourite food or drink  *d. Performance:* | |
| T asks one student to describe his or her favourite food or drink. The rest of the class tries to guess which food or drink it is. | **5. Game: What ‘s your favorite food and drink?**  Example:  A: It’s my favourite drink. It’s a bit sour, but It’s also sweet.  B: Is it lemonade?  A: Yes, it is / No, try again. |

**\* Homework- 1’.**

- Learn new words by heart

- Be ready for a closer look 1: how to make omelette

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| **Week 12 - Period 35**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 5: VIETNAMESE FOOD AND DRINK**  **Lesson2: A closer look 1** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson students will be able to:

- Practise vocabulary related to the topic " Food and drink".

- Introduce some new words relating to ingredients to make some dishes.

- Understand the instructions to make the dishes: Omelette and pancake

- Help Ss pronounce sounds: **/ɒ/** /and **/ɔː/** correctly in isolation and context

a,Vocabulary: vocabulary related to “Vietnamese food and drink”.

b, Pronunciation: how to pronounce ***/ɒ/*** */and* ***/ɔː/***

c, Skill: Improve their listening skill, writing skill and pronunciation.

**2. Competence:** students can think of more words related to “food and drink” and words with the two sounds above, ss can practice more vocabularies related to the topic “***Vietnamese food and drink***” as well as how to pronounce the sounds: ***/ɒ/*** */and* ***/ɔː/***

**3. Behavior:** Having good attitude towards food and drink, they will move love cooking.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **Contents.** |
| **1. Warm up (3’)**  ***a, Aims:*** To attract Ss’ attention to the lesson and to lead in the new lesson.  ***b, Contents***: ***Slap the board***  ***c, Outcome*:** Ss can review some vocabularies they have learnt.  ***d, Organization*:** | |
| T asks Ss play a game: ***\* Slap the board*** |  |
| **2. Presentation (20’)**  ***a, Aims:*** Help Sspronounce sound /ɒ/ /and /ɔː**/** correctly in isolation and context  ***b, Contents***:  + Listen and repeat the words. Pay attention to the sounds /ɒ/ /and /ɔː/  + Listen and circle the correct words you hear.  + Learn more vocabularies  ***c, Outcome*:** Ss can pronounce sound /ɒ/ /and /ɔː**/** correctly in isolation and context and do exercises well.  ***d, Organization*:** | |
| * Let Ss see how the sounds are formed. * Plays the recording * Listen and repeat   - Practice the sounds together.  - Plays the recording  - listen and circle the words they hear  - T uses some techniques to teach vocabulary  Checking: Rub out and remember: | **II. Pronunciation:**  ***Ex 4. Listen and repeat the words. Pay attention to the sounds*** /ɒ/ /and /ɔː**/**  - / o / : soft, hot, bottle, pot, rod.  - / o: / : pork, salt, fork, sport, sauce.  *Ex 5.* ***Listen and circle the correct words you hear.***  1. cod  2. port  3. sports  4. fox  5. short  **I. Vocabulary:**   |  |  |  | | --- | --- | --- | | + pour | : (v) | đổ (mine) | | + fold | : (v) | gấp, cuộn (picture) | | + beat | : (v) | đập (mine) | | + serve | : (v) | phục vụ (situation) | | + mixture | : (n) | hỗn hợp (explanation) | | + spring roll | : (n) | nem (picture) | | + flour | : (n) | bột mì (situation) | | + ingredient | : (n) | thành phần (example) | | + dish | : (n) | món ăn (example) | | + pepper | : (n) | hạt tiêu (realia) | |
| **3. Practice (15’)**  ***a, Aims:*** Help students to know some new words about dishes and ingredients, and talk about the instructions about omelette and a pancake  ***b, Contents***:  + Complete the instructions with the verbs in the box.  + Put the words in the correct order to make sentences.  + *P*ut the nouns in the correct columns.  ***c, Outcome*:** Ss can understand more vocabularies and know how to make omelette and a pancake. They can identify dishes and ingredients.  ***d, Organization*:** | |
| - Ask them to look at the pictures and complete the instructions with the verbs in the box  - Ask some students to talk the instructions on how to make an omlette  - Ask Ss to do the exercise individually and then check with the whole class.  - Ask some students to talk the instructions on how to make a pancake | *Ex 1. Complete the instructions with the verbs in the box.*  1. Beat  2. Heat  3. Pour  4. Fold  5. Serve  *Ex 2. Put the words in the correct order to make sentences.*  1. Beat the eggs together with sugar, flour, and milk***.***  2. Pour ¼ cup of the mixture into the pan at a time.  3. Heat the oil over a medium heat in a frying pan.  4. Cook until golden.  5. Serve the pancake with some vegetables. |
| - *P*ut the nouns in the correct columns | *Ex 3. Put the nouns in the correct columns.*   |  |  | | --- | --- | | **Dishes** | **Ingredients** | | pancake, beef noodle soup, spring rolls, noodles, pork, omelette, sandwich. | salt, cooking oil, flour, pork, turmeric, pepper, noodles. | |
| **4. Application (5’)**  ***a, Aims:*** Help Ss inerract the real situation in their life.  ***b, Contents***: Ss talk the instructions on how to make meal they know  ***c, Outcome*:** Ss can talk about instruction they know  ***d, Organization*:** | |
| - Ask some students to talk the instructions on how to make meal they know |  |

**\* Homework-2’**

- Prepare for next.

- Learn by heart some words

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| **Week 12 - Period 36**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 5: VIETNAMESE FOOD AND DRINK**  **Lesson 3: A closer look 2** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, SS will be able to:

- Use “ How much/ How many” and “a/ an/ some” to ask about quantity.

- Distinguish countable nouns and uncountable nouns.

a. Vocabulary: The lexical items related to the topic “ Food and Drink”

b. Grammar: Nouns (countable nouns and uncountable nouns)

How much and How many?

a/ an/ some/ any

c. Skills: Listening, reading, speaking…

**2. Competence:** Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**-** Students can think of more countable and uncountable nouns in English, they can know how to use “a/ an/ some/ any” with countable nouns and uncountable nouns; put questions with “How much/ How many”

**3. Behavior:** Ss love food and drink in VietNam., Love cooking

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Students’ and Teacher’s activities** | **Contents.** |
| **1. Warm up (7’)**  ***a, Aims:*** Help students review Countable or uncountable nouns which they’ve learnt  ***b, Contents***: ***Brainstorming***  ***c, Outcome*:** Ss can review the vocabulary and can identify countable and uncountable.  ***d, Organization*:** | |
| **-** T shows the picture ex 1/page 51 on the board  - Divides the class into 2 teams: Ss in each teams take turn to go to the board and write C for countable noun and U for uncountable noun next to the number of each item  - The person who writes more words is winner. | ***\* Brainstorming***: **Countable or uncountable nouns** |
| **2. Presentation (10’)**  ***a, Aims:*** Help students know the difference between countable nouns and uncountable nouns and the uses of a, an, some and any.  ***b, Contents***: Learn “countable nouns and uncountable nouns”  ***c, Outcome*:** Ss can know how to use a/an/some/any for countable nouns and uncountable nouns.  ***d, Organization*:** | |
| - T explains the difference between countable nouns and uncountable nouns by using a pen, two pen, a ruler, two rulers …  - Ss give some more examples.  - Give notes For uncountable nouns we can use phrases like a bottle of ….  - Ex1. Ask Ss to do the grammar exercise individually. Remind them to refer to the Grammar Box. | ***1. Grammar:***  **a. countable nouns and uncountable nouns**  - For uncountable nouns we can use phrases like a bottle of, a piece of, a bar of, a glass of , a kilo of, a bag of, a lot of… |
| **3. Practice (20’)**  ***a, Aims:*** Help Ss practice doing exercises with the using “a, an, some, any and how much/ how many” for countable nouns and uncountable nouns.  ***b, Contents***:  + Ss work individually to identify which are countable nouns, which are uncountable nouns  + Ss work individually to fill a/ an / some or any in the following conversation.  + Ss work individually to fill each blank with How many or How much.  + Ss work individually to make questions with How much/ How many  ***c, Outcome*:** Ss can apply countable nouns and uncountable nouns and the uses of “a, an, some, any and how much/ how many” to do exercise well.  ***d, Organization*:** | |
| - Explain the use of a, an, some and any by analyzing the instructions and examples in the Grammar Box. | **2. Exercises**  **Ex 1. *Key:***  **Countable:** banana, apple  **Uncountable:** bread, beef, pepper, pork, turmeric, spinach.  **2. A, an, some any**  **Note :**  We can use **Some** in an offer or a request.  Example: Would you like some bananas?  Can I have some milk, please? |
| Ex3. Ask them to fill a, an, some, any in the blankets  T: Explain  How many + ( countable noun) Ns  How much + (uncountable noun) N  Ex4, 5 Ss work individually.  Example:  How much milk do you drink every morning? | **Ex 3. Fill a/ an / some or any in the following conversation.**  1. any  2. some  3. some  4. any  5. a  6. an  ***Ex 4. Fill each blank with How many or How much.***  1. How many  2. How much  3. How many  4. How many  5. How much  ***Ex 5. M*ake questions with How much/ How many**  => ***Answer key***:  *(1). How much water do you drink everyday?*  *(2). How much rice do you eat for dinner?*  *(3). How much vegetables do you eat everyday?*  *(4). How many apples do you eat everyday?* |
| **4. Application (7’)**  ***a, Aims:*** Help Ss interact in real situation.  ***b, Contents***: Play the game : Give me an egg!  ***c, Outcome*:** Ss can write morerelated to food or drink.  ***d, Organization*:** | |
| **\* Play the game : Give me an egg!**  - T divides the class in to 2 teams and guides ss how to play and demonstrates the game to the class  T lets Ss to play game  Ss play | **Game:**  One team writes words related to food or drink.  The other team adds “some /a/ an”.  => ***E.g***: *Team 1: egg*  *Team 2: an egg*  *Team 1: flour*  *Team 2: some flour …………* … |

**\* Homework- 1’**:

- Be ready for Communication

- Learn by heart some words and grammar

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| **Week 13 - Period 37**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 5: VIETNAMESE FOOD AND DRINK**  **Lesson 4: Communication** |

**A. Objectives**

By the end of the lesson, ss will be able to show the food or drink they like and dislike to the class in English; know how to prepare Project at home.

**1. Knowledge:**

- Vocabulary: extra vocabulary related to food and drink.

- Grammar: Wh- questions; Present simple tense

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students love food and drink in Viet Nam.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **The main contents** |
| **1. Warm up (5’)**  ***a, Aim:*** To provide Ss some background knowledge about the topic and lead in new lesson.  ***b, Contents:*** Ss work in groups to give the names of food and drink  ***c, Outcome***: Ss can give the names of food and drink as many as possible.  ***d, Organization****:* | |
| - T elicits the topic from students.  - T asks ss to brainstorm in groups to give the names of food and drink and add as many dishes as possible. Ss work in groups.  - T asks ss to show their list that they have written. Ss do it.  - T monitors and gets feedback.  - The group has the longest list wins the game.  - T leads in new lesson. | **Brainstorming**  => ***Possible answer:***  *+ noodles*  *+ fish*  *+ beef*  *+ orange juice*  *+ omelette …* |
| **2. Presentation (5’)**  ***a, Aim:*** To help Ss recognize some lexical items related to the topic about food and drink  ***b, Contents:*** Ss work individually to study extra vocabulary.  ***c, Outcome***: Ss can recognize some vocabularies related to the topic about food and drinkwell.  ***d, Organization****:* | |
| - T elicits new words, using different techniques to teach vocabulary.  - Ss listen, repeat and copy in their notebooks.  => **Checking**: Rub- out and remember | **Vocabulary*:***  - sticky rice: (n) xôi  - sauce : (n) nước sốt  - sausage: (n) xúc xích  - yoghurt: (n) sữa chua  - tuna: (n) cá ngừ  - ham : (n) giăm bông |
| **3. Practice (23’)**  ***a, Aim:*** To help Ss interview some students about theirfavorite foods and drinks.  ***b, Contents:***  + Ss work individually to listen and answer the questions.  + Ss work individually to write in the table.  + Ss work in groups to interview.  ***c, Outcome***: Ss can interview some students about theirfavorite foods and drinks well.  ***d, Organization****:* | |
| - T asks ss to look at the picture of the chef and predict which food or dishes he might like. Ss work individually.  - T collects some ss' ideas, then write on the bb.  - T plays the recording for ss t check their predictions. Ss listen and check.  - T plays the recording again and asks ss to tick the food the chef mentions from the extra vocabulary box.  - T runs the through the questions.  - T asks ss to work individually. Ss work individually.  - T goes round to help ss if they need the name of some food or drink that are not mentioned in the lesson.  - T has ss share their answers in pairs to find out what they have in common with their partners.  - T runs through all the questions.  - T has ss work in groups of four ss to interview one another and take notes.  - Ss work in groups to do task 3. | **1. Listen to a celebrity chef, Austin Nguyen talking about his favorite food. Which food in Extra vocabulary does he talk about?**  => **Answer key**: *sticky rice; sausage; yoghurt; tuna*  **2. What are your favorite food and drink? Write your answer on the table below.**  **3. Now interview 3 students about their favorite foods and drinks. Write their answers in the table.** |
| **4. Application (10’)**  ***a, Aim:*** To help Ss apply lexical items related to the topic to report the results to the class.  ***b, Contents:*** Ss work individually to report to the results to the class.  ***c, Outcome***: Ss can report to the results to the class well.  ***d, Organization****:* | |
| - T calls on some ss to report the results of their interviews before the whole class. Ss work individually.  - After each student has finished his/her report, T invites some comments from other ss. Then T gives comments.  - T corrects the common errors. | **4. Report the results to the class** |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Consolidates ss more about the main content of the lesson.

**\* Homework:** Asks Ss to:

- Learn by heart new words.

- Do Exercises C1, 2 P39 (Workbook)

- Prepare: **Skills 1.**

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| **Week 13 - Period 38**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 5: VIETNAMESE FOOD AND DRINK**  **Lesson 5: Skills 1** |

**A. Objectives**

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

- Read for specific information about typical traditional food and drink.

- Talk about ways to make a kind of food/ drink.

**1. Knowledge:**

- Vocabulary: lexical items related to the topic “Vietnamese food and drink”.

- Grammar: How much/ how many to ask about quantity/ Instructions: first, then, next.... (review)

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students love talking about food and drink in Viet Nam.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** Asks Ss to talk about their favorite food or drink (3’).

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **The main contents** |
| **1. Warm up (4’)**  ***a, Aim:*** To activate Ss with some background knowledge about the topic of the reading text.  ***b, Contents:*** Ss work in pairs to discuss the questions.  ***c, Outcome***: Ss can answer the questions well.  ***d, Organization****:* | |
| - T asks Ss to look at the picture of a bowl of Pho and work in pairs to answer the questions.  - Ss work in pairs to give the answers.  - T elicits the topic, then leads in new lesson. | **Brainstorimg:**  - What dish do you think it is?  - Which place is famous for this dish?  - What are the ingredients for it?  - When do people often have it?  - Do you like to have it? Why or Why not? |
| **2. Pre-reading (7’)**  ***a, Aim:*** To help Ss know guessing some unknown words using the context.  ***b, Contents:*** Ss work individually to find the words and their meanings.  ***c, Outcome***: Ss can know guess some unknown words using the context well.  ***d, Organization****:* | |
| - T asks Ss to work individually to scan the passage to find where the words in the passage. Ss work individually.  - T may help Ss work out the meanings of these words in the context. For weak classes, T may ask for a translation to check understanding.  - Ss listen and take notes. | **1. Read Phong’s blog. Find the words from the box in the text and underline them. Use the words around each underlined word to help you understanding.**  stew (v) : hầm  bone (n): xương  broth (n) : nước luộc thịt, nước xuýt  boneless (adj) không xương  slices (n): lát mỏng |
| **3. While – reading (8’)**  ***a, Aim:*** To help Ss read for specific information about typical traditional food and drink.  ***b, Contents:*** Ss work individually to answer the questions.  ***c, Outcome***: Ss can read for specific information about typical traditional food and drink well.  ***d, Organization****:* | |
| - T ask Ss to scan the passage to answer the questions.  - Ss work individually.  - T asks Ss to go to the board to write the answers. Ss do it.  - T checks and gives the feedback.  - T asks Ss to note where they found the information that help them to answer the questions. | **2. Answer the questions.**  **Key:**  *1. We can enjoy pho all kinds of meals during a day, from breakfast to dinner and even for a late night snack.*  *2. They are made from the best variety of rice.*  *3. The broth for ph obo is made by stewing the bones of cows for a long time in a large pot. The broth for pho ga is made by stewing chicken bones.*  *4. It is boneless and cut into thin slices.* |
| **4. Post – reading (Speaking) (21’)**  ***a, Aim:*** To help Ss talk about ways to make a kind of food/ drink.  ***b, Contents:***  +Ss work in pairs to ask and answer about the ingredients for an omellette.  + Ss work individually to complete the instructions using the pictures.  + Ss work in pairs to practice giving instructions on how to make a dish or drink.  ***c, Outcome***: Ss can alk about ways to make a kind of food/ drink fluently.’  ***d, Organization****:* | |
| - T shows the picture, asks Ss to look at and answer. Ss do it.  *+ What ingredients do we need to cook the omelette?*  - T shows the ingredients for an omelette.  - T calls one Ss to read aloud. Ss read.  - T gives some questions.  *+ I want to cook omelette. What ingredients do I need?*  *+ How many eggs do I need?*  *+ How much salt and oil do I need?....*  - T asks Ss to work in pairs to ask and answer about the ingredients for an omelette the same as example on page 54. Ss work in pairs.  - T calls some pairs to present before the class. (two or three pairs). Ss work in pairs to present.  - T sets the scene by using the following questions. Ss answer the questions.  *+ Have you eaten the omelette?*  *+ Have you ever cooked it?*  *+ How do you cook it?*  - T shows the instructions for an omelette and asks Ss to read aloud. Ss do it.  - T shows the picture and asks Ss to answer the questions.  *+ How many steps are there to cook an omelette?*  *+ What should we do first?*  *+ And then?*  *+ Next, what should we do?*  *+ What should we do after that?*  *+ And finally?*  - Ss answer the questions individually.  - T shows the answer under each picture to help Ss to check.  - T asks Ss to read aloud the recipe for an omelette. Ss read alout.  - T interviews Ss some questions. Ss answer.  *+ Can you cook the omelette now? Is it easy?*  - T shows the table and consolidates the ways to cook an omelette.  - T asks ss to think about the food or drink they want to make then take note about the steps to make their food and drink.  - T asks ss to work in pairs.  - Ss work in pairs.  - T calls on some pairs to practice in front of the class. Ss present.  - T asks other ss to give comments. Ss give comments.  - T gives comments and feedbacks. | **3. Ingredients for an omelette**  ***Ingredients for an omelette***  *+ two eggs*  *+ a pinch of salt*  *+ two teaspoons of cold water*  *+ a half teaspoon of pepper*  *+ two tablespoons of oil*  **4. Recipe for an omelette.**  **=> Answer key:**  *+ There are five steps.*  *+ First, beat eggs together with salt, pepper, and cold water.*  *+ Then, heat the oil over high heat in a frying pan.*  *+ Next, pour the eggs mixture into the pan and cook for two minutes.*  *+ After that, fold the omelette in half.*  *+ Finally, put the omelette on a plate and serve it with some vegetables.*  **5. Practice giving instructions on how to make a dish or drink**  **Example:**  *A: Can you tell me how to cook rice, please? What should we do first?*  *B: First, wash and rinse the rice really well until the water is clear.*  *A: And then?*  *B: Put some water in a pot and heat it until it boils*  *A: What next?*  *B: Put the rice into the pot with and turn the heat down.*  *A: And….?* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Consolidates ss more about the main contents of the lesson

**\* Homework**: Asks Ss to:

- Write the other recipes of dishes or drink into a class cookbook.

- Learn by heart new words, practice cooking the omelette.

- Prepare **Skills 2.**

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| **Week 13 - Period 39**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 5: VIETNAMESE FOOD AND DRINK**  **Lesson 6: Skills 2** |

**A. Objectives**

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

- Listen for specific information about different traditional food.

- Write about some popular foods or drinks.

**1. Knowledge:**

- Vocabulary: lexical items related to the topic “Vietnamese food and drink”.

- Grammar: Instructions: first, then, next....

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students love talking about food and drink in Viet Nam.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **The main contents** |
| **1. Warm-up (6’)**  ***a, Aim:*** To provide Ss some background knowledge about the topic of the listening text.  ***b, Contents:*** Ss work in groups to give the names of foods and places in Viet Nam.  ***c, Outcome***: Ss can list as many dishes and places as possible.  ***d, Organization****:* | |
| - T elicits the topic from students. Ss listen.  - Teacher models. Ss listen  - Ss work in groups to do the task.  - T monitors and gets feedback.  - The group has the longest list wins the game.  - T introduces the new lesson. | **Brainstorming**  *? Brainstorm in groups to give the names of food and places in Vietnam*  *? Work in groups to add as many dishes as possible.*  *? Show your list that you have written.* |
| **2. Pre – Listening (5’)**  ***a, Aim:*** To provide Ss some background knowledge about the listening text.  ***b, Contents:*** Ss work individually to at three traditional dishes in Vietnam and their places. Then match the places with the dishes by prediction.  ***c, Outcome***: Ss can have some background knowledge about the listening text. | |
| - T has ss look at three traditional dishes in Vietnam and their places. Then match the places with the dishes by prediction.  - Ss work individually, the compare with their partner before sharing with the teacher.  - T collects some ss' ideas.  - T introduces the listening. | **Open prediction** |
| **3. While Listening (12’)**  ***a, Aim:*** To help Ss listen for specific information about different traditional food.  ***b, Contents:***  **+** Ss work individually to match the places with the dishes.  + Ss work individually to tick the ingredients for each dish.  ***c, Outcome***: Ss can listen for specific information about different traditional foods by doing listening exercises correctly.  ***d, Organization****:* | |
| - T has listen to the recording and check the prediction. Ss work individually.  - T has ss compare the answers with their partners. Ss do it.  - T gets feedback. Then T plays the recording once to check.  - T runs through all the dishes and the ingredients in the table.  - T has ss listen again and tick the ingredients for each. Ss work individually.  - T asks ss to share the answer with their partners. Ss do it.  - T calls on some ss to write the answers on the board. Ss do it.  - T plays the recording again to check | **1. Match the places with the dishes.**  **Key:**  *1. b 2. a 3. c*    **2. Tick the ingredients for each dish.** **Key:**  *- banh tom: shrimp*  *- sup luon: eel, pepper, turmeric,*  *- my quang: rice noodles, shrimp, pork* |
| **4. Post – Listening (Writing) (20’)**  ***a, Aim:*** To help Ss write about some popular foods or drinks.  ***b, Contents:***  **+** Ss work individually to make notes about some popular foods or drinks where they live.  + Ss work individually to write a paragraph about their partner’s hobby.  ***c, Outcome***: Ss can write about some popular foods or drinks well.  ***d, Organization****:* | |
| - T asks Ss to make notes about some popular foods or drinks where they live.  Ss do not have to write full sentences and they can use abbreviations.  - Ss work individually to make notes.  - T asks ss to share their notes with their partner. Ss do it.  - T may read out the notes from some more able ss to the whole class.  - T reminds about the language necessary for writing. (Reading in skills 1) and the writing tips. Ss listen.  - T asks ss to work in pairs with the partners who have the same note to write. Ss work in pairs.  - T asks ss to display some of leaflets on the board and other ss give comments. Ss do it.  - T corrects ss mistakes. | **3. Make notes about some popular foods or drinks in your neighborhood.**  **Example:**  ***1. Name of the drink****: Lemonade*  ***2. Ingredients:*** *orange, suger*  ***3.******How to make them***  *- soften the orange by rolling the orange*  *- cut the orange in half and remove the seeds - grip one of the orange’s halves tightly and squeeze it by hand*  *- add sugar into the juice and serve with ice.*  **4. Write a paragraph about popular foods or drinks**  => **Possible writing 1:**  *To make orange juice, we prepare orange and sugar. First, we soften the orange by rolling the orange. Then we cut the orange in half and remove the seeds. Next, we grip one of the orange’s halves tightly and squeeze it by hand. After that, we add sugar into the juice and serve with ice.* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Consolidates ss more about the specific way of reading for comprehension.

**\* Homework**: Asks Ss to:

- Write their final version at home.

- Do: Ex. 1,2 (P.42 workbook)

- Prepare ***Looking back and Project.***

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| **Week 14 - Period 40**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 5: VIETNAMESE FOOD AND DRINK**  **Lesson 7: Looking back and Project** |

**A. Objectives**

By the end of the lesson, ss will be able to improve their listening skill, then recycle and master what they have learnt in ***Unit 5***.

**1. Knowledge:**

- Vocabulary: lexical items related to the topic “***Vietnamese food and drink***”.

**-** Grammar**:** *How much/ how many* to ask about quantity, a/ an/some/ any, countable and uncountable nouns.

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students love talking about food and drink in Viet Nam.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **The main contents** |
| **1. Warm up (5)**  ***a, Aim:*** To warm up the class and lead in new lesson.  ***b, Contents:*** Ss work individually to talk some popular foods or drinks where they live  ***c, Outcome***: Ss can talk some popular foods or drinks where they live well.  ***d, Organization****:* | |
| - T asks Ss talk some popular foods or drinks where they live. Ss talk individually.  - T corrects the mistakes.  - T leads in new lesson. | **? Talk some popular foods or drinks where they live** |
| **2. Vocabulary (10’)**  ***a, Aim:*** To help Ss revise vocabularies related to the topic food and drink.  ***b, Contents:***  **+** Ss work individually to add the words or phrases they have learnt to the column.  + Ss work in pairs to fill each gap with a verb from the box.  ***c, Outcome***: Ss can revise vocabularies about food and drink and do vocabulary exercises correctly.  ***d, Organization****:* | |
| - T asks Ss to work individually. Ss work individually to do task 1.  - T calls on some Ss to go to the board and add the words or phrases they have learnt to the column. Ss do it.  - T checks and corrects.  - T asks Ss to work in pairs.  - Ss read the sentences carefully, and complete them with the verbs from the box in pairs.  - Ss give the answer.  - T checks and corrects. | **1. Add the words or phrases they have learnt to the column.**  **Key:**  ***Dishes****: omelette, pancake, beef noodle soup, chicken noodle soup, rice, noodle pork, sandwich, meat, tofu, bread, spring roll…*  ***Ingredients:*** *shrimp, salt, cooking oil, flour, Pork, turmeric, pepper, noodle, vegetable, egg, meat, tofu…*  ***Phrases:*** *a slice, a can, a bottle, a kilo, a bar, a glass, a bag, a teaspoon, a tablespoon…*  **2. Fill each gap with a verb from the box.**  **Key:**  *1. Fold 2. Pour 3. Beat*  *4. Heat 5. Serve* |
| **3. Grammar (15’)**  ***a, Aim:*** To help Ss revise a, an, some, any, how much, how many.  ***b, Contents:***  **+** Ss work individually to choose a/ an or some for the following words.  + Ss work individually to complete the sentences with some or any.  + Ss work individually to make questions with How many/ How much for the underlined words in the following sentences.  ***c, Outcome***: Ss can revise a, an, some, any, how much, how many and do grammar exercises correctly.  ***d, Organization****:* | |
| - T has ss work individually to do task 3. Ss work individually, then give the answers.  - T asks ss to read aloud the full sentences to check.  - T has ss work individually to do task 3. Ss work individually, then give the answers.  - T checks and corrects.  - T has ss work individually to do task 3. Ss work individually, then give the answers.  - T checks and corrects. | **3. Choose a/ an or some for the following words.**  **Key:**  *1. a; 2. some; 3. some;*  *4. some; 5. some; 6. some;*  *7. an; 8. some*  **4. Complete the sentences with some or any.**  **Key:**  *1. any; 2. some; 3.any;*  *4.some/any; 5 any/some*  **5. Make questions with How many/ How much for the underlined words in the following sentences.**  **Key:**  *2. How much milk is there in the bottle?*  *3. How many cans of lemonade do you need?*  *4. How many apples does Peter got in his bag?*  *5. How much rice is there left in the electric cooker?* |
| **4. Communication (8’)**  ***a, Aim:*** To help Ss practice asking and answering about how to cook rice.  ***b, Contents****:* Ss work in pairs to role play.  ***c, Outcome***: Ss can ask and answer about how to cook rice fluently.  ***d, Organization****:* | |
| -T asks Ss to work in pairs to do task 6.  - Ss work in pairs.  - Ss give the answers. T checks and corrects.  - Ss role-play in pairs.  - T and other Ss give comments.  - T asks ss to complete the *self-assessment* alone, then compare with their partner. Ss do it.  - T finds out any difficult and weak areas from students. | **6. Choose sentences (A-D) to complete the conversation. Then practice the conversation with a partner.**  **Key:**  *1-D 2-B 3-A 4-C*  \* ***Self - assessment*** |
| **5. Project (5’)**  ***a, Aim:*** To help Ss know how to do the project.  ***b, Contents****:* Ss work in groups to do the project.  ***c, Outcome***: Ss can know how to finish the project well.  ***d, Organization****:* | |
| - T guides Ss how to do the project. Ss listen carefully  - T asks Ss to work in groups to finish their project at home.  - Ss work in groups to do project at home. | **PROJECT: A class cook book** |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks ss to recall the main content of the lesson, then the T consolidates more about:

+ Vocabulary related to “Food and drink”: dishes; ingredients; recipe …

+ a/ an/ some// any

+ Countable and uncountable nouns

+ How much…? How many…?

**\* Homework:** Asks Ss to:

- Do exercise 4,5,6 in textbook at home.

- Prepare **Unit 6 – Getting started**.

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| **Week 14 - Period 41**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 6: THE FIRST UNIVERSITY IN VIET NAM**  **Lesson 1: Getting started** |

**A. Objectives**

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

- use the lexical items related to arrangements for a trip.

- extend and practice vocabulary related to trip: things, activities, and practices.

**1. Knowledge:**

- Vocabulary: vocabulary related to a trip.

- Grammar: passive voice, should/had better to give advice.

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students can be more responsible for studyingand more aware of protecting their school.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **The main contents** |
| **1.Warm up (4’)**  ***a, Aim:*** To attract Ss’ attention to the lesson and lead in the new lesson.  ***b, Contents:*** Ss work individually to answer the questions.  ***c, Outcome***: Ss can have some background knowledge about the topic of the lesson.  ***d, Organization****:* | |
| - T writes the word trip/ what you take on the board and asks Ss the question:  *? Give any words you know relating to the topic.*  - T may allow Ss to give Vietnamese word and ask other Ss in the class if they know the equivalent in English. Ss work individually.  - T writes on the corner of the board a list of the words which Ss cannot translate and ask them to keep a record for later reference when the Unit finishes.  - T lets Ss open their books and start the lesson. | **Brain storming** |
| **2. Presentation (12’)**  ***a, Aim:*** To help Ss recognize some vocabularies related to the topic and listen and read the conversation about a hobby.  ***b, Contents:***  **+** Ss work individually to study vocabulary.  + Ss work in pairs to listen and read.  ***c, Outcome***: Ss can recognize some vocabularies related to the topic and listen and read the conversation about a hobby well.  ***d, Organization****:* | |
| **-** T elicits the words from students.  - T uses different techniques to teach vocabulary.  - Ss listen, repeat and take notes in their notebooks.  => **Checking**: Matching.  - T asks Ss to look at the picture and predict the questions:  *+ Who are they?*  *+ What are they doing?*  *+ What are they talking about?*  - Ss answer the questions individually.  - T sets the scene: *We are going to listen to the dialogue between Mai and Mai’s mum about preparing for a picnic. Let’s listen and check the prediction.*  - T plays the recording and has Ss follow along. Ss listen and check their guess.  - T asks Ss to read the conversation aloud in pairs. Ss work in pairs. | **Vocabulary:**  *+ prepare (v): chuẩn bị*  *+ Temple of Literature (n): Văn Miếu*  *+consider (v) coi như*  *+ surround (n): bao quanh, vây quanh*  *+ contain (v): bao gồm*  *+ Imperial Academy (pr) Quốc tử giám/ Học viện hoàng gia*  *+ found (v) thành lập*  *+ had better (m.v) nên*  *+ locate (v): nằm ở, đặt ở vị trí*  **\* Presenting the dialogue:**  **1. Listen and read** |
| **3. Practice (20’)**  ***a, Aim:*** To help Ss understand the conversation and know how to give advice.  ***b, Contents:***  **+** Ss work in pairs to answer the questions.  + Ss work individually to complete the table.  + Ss work individually to tick the items.  + Ss work in pairs to discuss.  + Ss work in pairs to give advice to your partner about what to take and what not to take on the trips, and give reasons.  ***c, Outcome***: Ss can understand the conversation cleary and practice giving advice well.  ***d, Organization****:* | |
| - T asks Ss to work in pairs to answer the questions. Then discuss as a class.  - Ss work in pairs.  - Ss writes the correct answers on the board if necessary.  - T checks and corrects.  - T asks Ss to read the conversation again and underline the things Mai needs to take and why. Ss should also underline the things Mai doesn't need to take and why not. Ss work individually.  - T has Ss write the words/phrases/ sentences in the correct columns. Ss work individually.  - Ss write answers on the board.  - T corrects the answers as a class.  - T has Ss imagine that they are going to have a trip to a temple or pagoda.  - T asks Ss to look at the table and tick the items they would like to take with them.  - Ss work individually.  - T asks Ss to work in pairs to tell their partners three items they would like to take and give the reasons why. Ss may use the given structure or the example. Ss work in pairs.  - T asks some pairs to perform in the front of the class. Ss perform in pairs.  - T asks one S to suggest a place he/she wants to go, and one St to give advice about things to take, then give reason. Remind Ss of the structures they can use to give can use to give advice  - Ss listen and work in pairs.  - T goes around to provide help for Ss if necessary.  - Tsks some pairs to perform in the front of the class.  - Ss work in pairs to perform in the class. | **1a. Read and answer the questions**  **Keys:**  *1. She's going to visit the Temple of Literature - the imperial Academy.*  *2. It's the first university in Viet Nam.*  *3. About one thousand years ago./ In the 11th century.*  *4. In the center of Ha Noi.*  *5. Because it will be cold.*  **1b. Read the conversation again. Complete the table.**  **Keys**:  *Things Mai needs to take and why:*  *- Warm clothes - will be cold*  *- camera - take photos of interesting things.*  *Things Mai doesn’t need to take and why not.*  *- an umbrella - cold (winter) and not much sunlight and rain.*  **2a. Tick the items**  **2b. Discussion**  *Example:*  I’ll take warm clothes because it will be cold.  **2c. Give advice to your partner about what to take and what not to take on the trips. Give reasons.**  **Structure:**  *+ You'd better take ... because...*  *+ It's a good idea to take ... because...*  *you won't need ... because ...*  *+ It's not necessary to take ... because...* |
| **4.Application (7’)**  ***a, Aim:*** To help students know how to prepare things and give advice about what to take and what not to take on the trip.  ***b, Contents:*** Ss work individually to play game.  ***c, Outcome***: Ss can talk about how to prepare things and give advice about what to take and what not to take on the trip.  ***d, Organization****:* | |
| - Teacher models first. Ss listen carefully.  - T asks Ss to work in groups of 4 to ask and answer the questions how to plan a trip to a place. Ss can use the suggested information in the table and the questions the answer in the example. Then, T asks Ss to write the information in the table.  - Ss work in groups to do task 3.  - T goes round and provides Ss with any words they would like to use but they don’t know.  - T asks Ss to share their likes by sticking the papers onto the walls of the classroom or reading them aloud to their class.  - Ss perform in the class.  - T gives feedback and comments. | **3. Talk about planning the trip to Huong pagoda.**  Example:  *A: Where will we go?*  *B: We’ll go to Huong Pagoda.*  *Or*  *A: Where would you like to go?*  *B: I’d like to go to Huong Pagoda.*  …………………………..…….. |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks ss to recall the main contents of the lesson.

**\* Homework**: Asks ss to:

- Learnt by heart new words.

- Prepare**A closer look 1.**

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| **Week 14 - Period 42**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 6: THE FIRST UNIVERSITY IN VIET NAM**  **Lesson 2: A closer look 1** |

**A. Objectives**

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

+ Pronounce correctly the sounds /ʧ/and /dʒ/ in isolation and in context;

+ Use vocabulary related to arrangements for a trip.

**1. Knowledge:**

- Vocabulary: words about historic places and things to take on a trip.

- Grammar: Passive voice/ prepositions of positions.

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students can be more responsible for studyingand more aware of protecting their school.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** Asks Ss to write new words **(3’)**

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **The main contents** |
| **1. Warm up (4’)**  ***a, Aim:*** Towarm up the class and lead in the lesson  ***b, Contents:*** Ss work individually to role play.  ***c, Outcome***: Ss can reviewthe vocabularies they have studied well.  ***d, Organization****:* | |
| - T gives the situation and asks Ss to role-play to give advice and reasons.  - Ss work individually to role-play.  - T leads in new lesson. | **Role play**  *I’m going to take a trip to Sa Pa. What items will I take with me? Why?* |
| **2. Presentation (8’)**  ***a, Aim:*** To help Ss recognize some lexical items related to the topic and identify some famous historic places.  ***b, Contents:***  **+** Ss work individually to study new words.  + Ss work individually to match the words with the pictures.  ***c, Outcome***: Ss can recognize some lexical items related to the topic and identify some famous historic places well.  ***d, Organization****:* | |
| - T elicits some new words.  - Ss listen, repeat and copy in their notebooks.  => **Checking**: What and Where.  - T asks Ss to look at the names of some section in the Temple of Literature - the imperial Academy.  - Then, T has Ss read the names aloud. Ss read aloud.  - Finally, has Ss match the names with the pictures.  - Ss work individually to do task 1 and give the answers.  - T corrects the exercise as class. | **\* Vocabulary:**  *+ stone tablets: (n) bia đã*  *+ pavilion: (n) đình, tạ, sảnh, nhà nhô ra*  *+ Khue Van Pavilion (n): Khuê Văn Các*  *+ heritage: (n) di sản*  *+ architectural: (adj) thuộc về kiến trúc*  *+ chop (v): chặt*  *+ well (n) : giếng*  **1. Match the words with the pictures.**  **=> Key:** *1. d 2. c*  *3. e 4.b 5. a* |
| **3. Practice (23’)**  ***a, Aim:***  **+** To help Ss describe the layout of the Temple of Literature and the Imperial Academy.  + To help Sspronounce correctly the sounds / **tʃ** / and / **dʒ**/ in isolation.  ***b, Contents:***  **+** Ss work individually to complete the layout of the Temple of Literature.  + Ss work in pairs to describe the layout using the prepositions suggested.  + Ss work individually to listen and write the words in the correct columns.  + Ss work individually to listen and repeat the chant.  ***c, Outcome***:  + Ss can describe the layout of the Temple of Literature and the Imperial Academy well.  + Sscanpronounce correctly the sounds / **tʃ** / and / **dʒ**/ in isolation correctly.  ***d, Organization****:* | |
| - T asks ss to look at the layout of the Temple of Literature – the Imperial Academy. T asks Ss to guess the names of five sections in the layout. Ss work individually.  - Then T have Ss read the names of the sections in 1.  - T plays the recording twice, once for Ss to listen to the entire recording and once for them to put the names of the sections in the layout. Ss work individually to listen and complete the layout.  - T plays the recording a third time for Ss to check the answers. Ss listen and check.  - T corrects the exercises as a class.  - T asks Ss to work in pairs to describe the layout using the prepositions suggested.  - T may ask some Ss to write the sentences on the board. - Then asks some Ss to give the descriptions of the layout for the class.  - T plays the recording and Ss repeat, paying attention to the sounds /t∫/ and /dʒ/ in the recording to drill difficult items. Ss work individually to listen and read.  - T asks Ss to write the words in the correct column. Ss work individually.  - T checks as a class.  - T plays the recording and Ss repeat.  - Ss repeat the chant individually. | **2. Read the names in 1 again and listen to the recording. Complete the layout of the Temple of Literature.**  **Key:**  *1. Van Mieu Gate*  *2. Khue van Pavilion*  *3. Thien QuangTinh Well*  *4. Doctor’s stone tablets*  *5. The Temple of Literature*  **3. With a partner, use the prepositions in the box below to describe the layout of the Temple of Literature.**  **Example**:  *Thien Quang Tinh Well is in the middle of the Temple of Literature.*  **Pronunciation:**  **4. Listen and write the words in the correct columns. Pay attention to the sounds** / **tʃ** / and / **dʒ** /.  **Key:**  - / **tʃ/**: *children, chair, architectural, cultural, watch, teach, question*.  - /**dʒ** /: *job, jeans, engineer, heritage, village.*  **5. Listen and repeat the chant.** |
| **4. Application (5’)**  ***a, Aim:*** To help Ss identify thesounds / **tʃ** / and / **dʒ** / in context.  ***b, Contents:*** Ss work individually to write the words in correct columns.  ***c, Outcome***: Ss can identify thesounds / **tʃ** / and / **dʒ** / in context well.  ***d, Organization****:* | |
| - When Ss have finished 5, T lets Ss write the words with the sounds /t∫/ and/dʒ/ in the correct columns. Ss work individually to do task 6.  - T calls some Ss to write on the board. Ss do it.  - T corrects Ss’ mistakes. | **6. Write the words from 5 with the sounds / tʃ / and / dʒ /**  **Key**:  **/ tʃ / :** chicken, chop, cherry, chip, cheap, cheaper, which, lunch.  **/ dʒ / :** orange, jam, juice, jill, John |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation**

? How to pronounce the sounds / t∫ / and / dZ /

? Recall some phrases which has the two sounds.

**\*** **Homework:** Asks Ss to:

- Learn by heart all the new words and practice listening.

- Do A1, A2 (Page 40) in workbook.

- Prepare: **A closer look 2.**

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| **Week 15 - Period 43**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 6: THE FIRST UNIVERSITY IN VIET NAM**  **Lesson 3: A closer look 2** |

**A. Objectives**

By the end of the lesson, ss will be able to use the simple present passive and past simple passive to talk about actions or events in the present or in the past.

**1. Knowledge:**

- Vocabulary: relating to the topic “The first university in Viet Nam”

- Grammar: simple present passive and past simple passive.

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students can be more responsible for studyingand more aware of protecting their school.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **The main contents** |
| **1. Warm up (4’)**  ***a, Aim:*** To help Ss review the vocabulary they have learnt so far.  ***b, Contents:*** Ss work individually to describe the layout of the Temple of literature and the Imperial Academy.  ***c, Outcome***: Ss can describe the layout of the Temple of literature and the Imperial Academy well.  ***d, Organization****:* | |
| - T asks Ss to describe the layout of the Temple of literature and the Imperial Academy.  - Ss describe individually.  - T leads in new lesson. | **Description** |
| **2. Presentation (12’)**  ***a, Aim:*** To help recognize some lexical items related to the topic and indentify the forms and uses of the present simple passive and the past simple passive.  ***b, Contents:***  **+** Ss work individually to study the forms and the uses the present simple passive and the past simple passive.  + Ss work individually to study vocabulary.  ***c, Outcome***: Ss can recognize some lexical items related to the topic and indentify the forms and uses of the present simple passive and the past simple passive well.  ***d, Organization****:* | |
| - T asks Ss to look at the table and explains how the present simple passive is used.  - Ss listen and copy individually.    - T teaches some words.  - Ss repeat the words and copy in their notebooks.  - T asks Ss to look at the table and explains how the past simple passive is used.  - Ss listen and copy individually. | **Grammar 1: The present simple passive.**  Eg:  Active: People speak English all over the world.  Passive: English is spoken all over the world.  **Form**  *(+) S+ is/are/am + PP*  *(-) S + is not/are not/ am not + PP*  *(?) Is/Are/ Am + S + PP?*  **Use:**  We use the present simple passive when the action is more important than the person who does it.  **\* New words.**  **re**lic (n) di tích  re**gard** (v) coi  con**struct** (v) = build  **Em**peror (n) hoàng đế **scho**lar (n) người có học thức  e**rect** (v) xây dựng  **Grammar 2: The past simple passive.**  **+ Model sentence**  The One Pillar was built in 1049  **+ Usage**: We use the past simple passive to emphasize the action being done in the past  + **Form:**  (+) S + were/was + PP  (-) S + were not/ was not + PP  (?) Were/Was + S + PP? |
| **3. Practice (20’)**  ***a, Aim:*** To help Ss understandthe forms and uses of the present simple passive and the past simple passive to do exercises.  ***b, Contents:***  **+** Ss work individually to complete the passage using the past participle.  + Ss work individually to write sentences in the present simple passive.  + Ss work in pairs to make sentences using the words in the box.  + Ss work individually to complete the sentences with the past simple passive.  + Ss work in groups to read and put the passage in the correct order.  ***c, Outcome***: Ss can do grammar exercises correctly.  ***d, Organization****:* | |
| - T asks Ss to do the grammar exercise individually. Ss do it  - Ss give the answers.  - T checks and corrects  - T has Ss study the example to know how to write the sentences. Ss listen and study the example.  - T asks Ss to write sentences individually.  - Ss give the answers.  - T checks and corrects  - T runs through the words in the box first.  - T asks ss to make sentences, using the words in the box. Ss work pairs to do task 3.  - T lets Ss write answers on the board. Ss do it.  - T checks and corrects.  T asks Ss to do exercise 4  Ss work individually.  T corrects the mistakes.  - T asks Ss to do exercise 4 individually.  Ss do it.  - Then T asks Ss to share their answers in pairs. Ss do it.  - T corrects the answers with the class.  - T asks Ss to work in groups to read and put the passage in the correct order. Then circle sentences in past simple passive.  - Ss work in groups.  - T checks and corrects. | **1. Complete the passage using the past participle.**  **Key:**  *1. located 2. surrounded*  *3. displayed 4. taken*  *5. considered*  **2. Write sentences in the present simple passive.**  **Key:**  *1. Many precious relics are displayed in the Temple of Literature.*  *2. Many old trees and beautiful flowers are taken care of by the gardeners.*  *3. Lots of souvenirs are sold inside the Temple of Literature.*  *4. Khue Van pavilion is regarded as the symbol of Ha Noi.*  *5. The Temple of Literature is considered as one of the most important cultural and historical places in Viet Nam.*  **3. Using the words in the box to make sentences.**  **Key:**  *- Trees and flowers in the Temple of Literature are watered every day.*  *- The courtyard in the Temple of Literature is tidied up/ cleaned up every day.*  *- Food and drink are not sold in the Temple of Literature.*  *- Tickets are sold outside the Temple of Literature.*  **4. Complete the sentences with the past simple passive.**  **Key:**  *1. was 2. constructed*  *3. were 4. regarded*  *5. renamed*  **5. Put the parts of the passage below in the correct order. Then circle the examples of the past simple passive in the text.**  **Key:** *D-C- A -B* |
| **4. Application (7’)**  ***a, Aim:*** To help Ss make sentences in the present and past passive voice.  ***b, Contents:***  **+** Ss work individually to write the sentences about what their family members like or dislike doing.  ***c, Outcome***: Ss can make sentences in the present and past passive voicewell.  ***d, Organization****:* | |
| - T asks Ss to work in groups of four to make as many sentences as possible about the topics given, using the present or past simple passive voice.  - T asks Ss to write their sentences on the board, the rest of the class observes and gives comments or corrects the mistakes.  - Ss work in groups to do task 6. | **6. Make sentences in the present and past passive voice**  **Example**: *The One Pillar pagoda is located in the center of Ha Noi.*  *The One Pillar was pagoda built in 1049.* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks ss to recall the main contents of the lesson.

+ *The present simple passive.*

*+ The past simple passive.*

- Consolidates ss more for ss to remember

**\* Homework**:

- Asks ss to:

+ complete the exercises in their notebooks.

+ study the forms and uses of the structures they have learnt.

+ do exercises B4, B5, B6 in W.B

+ prepare **Communication*.***

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| **Week 15 - Period 44**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 6: THE FIRST UNIVERSITY IN VIET NAM**  **Lesson 4: Communication** |

**A. Objectives**

By the end of the lesson, Ss will be able to talk about what one's overseas friends should or shouldn't do when they are planning a trip to Ha Noi.

**1. Knowledge:**

- Vocabulary**:** lexical item related to arrangements for a trip.

- Grammar: should (not), had better...., passive voice.

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students can be more responsible for studyingand more aware of protecting their school.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **The main contents** |
| **1. Warm up (5’)**  ***a, Aim:*** To provide Ss some background knowledge about the topic and lead in new lesson.  ***b, Contents:*** Ss work groups to do matching game.  ***c, Outcome***: Ss can match an English word or phrase with the correct meaning well.  ***d, Organization****:* | |
| - T gives out some game cards  - T divides Ss into two big groups.  *? Choose a pair of numbers at a time to match an English word or phrase with the correct meaning.*  - T monitors and gets feedbacck.  - T puts the layout on the board and asks Ss to name the places in the Van Mieu.  - T monitors the activity.  - Ss work in groups to do the activity.  - T leads in new lesson. | **Pelmanism**  Game cards.   1. speak English 2. sell tickets 3. thăm Văn Miếu 4. nói tiếng Anh 5. grow flowers and trees 6. mua quà lưu niệm 7. trồng hoa và cây 8. book a hotel in advance 9. buy souvenirs 10. đặt khách sạn 11. bán vé 12. visit the Temple of Literature   **Key:**  *1 – 4 2 – 11 3 – 12 5 – 7*  *6 – 9 8 – 10* |
| **2. Presentation (5’)**  ***a, Aim:*** To provide Ss some structures to give advice.  ***b, Contents:*** Ss work individually to study the structures to give advice.  ***c, Outcome***: Ss can recognize some structures to give advice.  ***d, Organization****:* | |
| **-** T explains and gives some advices. Ss listen carefully.  - T has Ss understand the meaning of them. Ss predict.  - T read aloud three times and then lets students make sentences individually. | **\* Giving advice**  *You’d better…..because…*  *It’s a good idea to ….. because…*  *You should…… because….*  *You’d better…..so (that)…..*  *It’s a good idea to …. so (that)…*  **Example**:  You’d better book a hotel in advance so that you are sure you have a room. |
| **3. Practice (20’)**  ***a, Aim:*** To help Ss apply lexical items related to the topic and structures to give some advices for trips.  ***b, Contents:***  **+** Ss work individually to complete the table and complete the sentence.  ***c, Outcome***: Ss can apply apply lexical items related to the topic and structures to give some advices for trips well.  ***d, Organization****:* | |
| - T has Ss imagine that some overseas friends are planning a trip to Ha Noi. Ss give advice on what they should or shouldn’t do.  - T gives Ss some minutes to individually read and write Do or Don’t in the boxes.  - Ss work individually to do the task.  - T checks with the class.  - T asks Ss to work in pairs to give advice to your partner. Ss work in pairs.  - T calls on some students to read aloud their advice. Ss read aloud.  - T gives feedback and comments. | **1a. Tips for trip**  **Keys:**  *1. Do 2. Do 3. Don’t 4. Don’t 5. Do 6. Don’t 7. Don’t 8. Do 9. Don’t 10. Do*  **1b. Practice giving advice**  **Example:**  *A: I am going to have a trip to Ha Noi next week.*  *B: I think you shouldn’t swim in the lakes because it is very deep.* |
| **4. Application (13’)**  ***a, Aim:*** To help Ss make sentences with passive voice.  ***b, Contents:*** Ss work in pairs to interview, then report individually to the class.  ***c, Outcome***: Ss can make sentences with passive voice correctly.  ***d, Organization****:* | |
| - T gives Ss the cards which the following phrases are written: *speak English, grow flowers and trees, visit the Temple of Literature, sell tickets, buy souvenir.*  - T asks Ss to work in group of five.  - T explains how the game is played.  - The group that make a correct sentence will get two points and the one that have an incorrect sentence will have two points subtracted.  - Ss work in groups to play the game card.  - T monitors and gives feedback. | **2. Game cards.**  **Example**:  *S1: They grow a lot of trees and flowers in the Temple of Literature.*  *S2: A lot of trees and flowers are grown in the Temple of Literature.*  *…..* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks ss to recall the main contents of the lesson.

- Consolidates ss more for ss to remember

**\* Homework**: Asks Ss to:

- Learn by heart vocabulary and structures.

? Do Ex 3, 4, 5 P44 - 45 (workbook)

- Prepare next lesson: **Skills 1.**

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| **Week 15 - Period 45**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 6: THE FIRST UNIVERSITY IN VIET NAM**  **Lesson 5: Skills 1** |

**A. Objectives**

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

- Read for specific information about the history of Van Mieu – Quoc Tu Giam.

- Talk about the four famous people who were the teacher, founder, builder.... of the first university of Viet Nam.

**1. Knowledge:**

- Vocabulary**:** lexical item related to the topic “The first university in Viet Nam”.

- Grammar: the past simple passive, the past simple tense.

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students can be more responsible for studyingand more aware of protecting their school.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **The main contents** |
| **1. Warm up (5’)**  ***a, Aim:*** To activate Ss with some background knowledge about the topic hobby.  ***b, Contents:*** Ss work in groups to add hobbies.  ***c, Outcome***: Ss can add as many hobbies as possible.  ***d, Organization****:* | |
| - T shows the four photos in activity 4-P.64.  - T asks Ss to take turns to match the correct information in B with a correct name in A. Ss work in pairs to do the task.  - T monitors and gets feedbacck.  - T asks some Ss to read aloud the four sentences. Ss read aloud.  - T leads in new lesson. | **Matching**  **Key:** *1 - b, 2 - c, 3 - d, 4 - a*  *E.g: Chu Van An was the teacher at the Imperial Academy.* |
| **2. Pre-reading (10’)**  ***a, Aim:***  **+** To help Ss know some vocabulary words related to the topic.  + To provide Ss some background knowledge about the reading text.  ***b, Contents:***  **+** Ss work individually to study vocabulary.  + Ss work in groups to discuss the questions.  ***c, Outcome***: Ss can know some vocabulary words related to the topic and they can get some background knowledge about the reading text well.  ***d, Organization****:* | |
| - T uses different techniques to teach vocabulary (situation, realia .....). T follows the seven steps of teaching vocabulary.  - Ss listen to the teacher’s model twice. Then Ss repeat in chorus and then individually. After that, Ss copy all the words in their notebooks.  - T give Ss 5 minutes to discuss the questions in groups and then as the whole class.  - Ss work in groups, then Ss share their answers with the whole class.  - T collects Ss’ ideas. | **\*Vocabulary.**   |  | | --- | | *+ emperor (n): hoàng đế* | | *+ graduate (v): tốt nghiệp* | | *+ recogise (v) : công nhận+ recognition (n): sự công nhận* | | *+ erection (n): sự xây dựng* |   **1. Answer the questions** |
| **3. While – reading (13’)**  ***a, Aim:*** To help Ss read for specific information about the history of Van Mieu – Quoc Tu Giam.  ***b, Contents:***  **+** Ss work individually to answer the questions.  + Ss work in pairs to match the time in A with the events in B.  ***c, Outcome***: Ss can read for specific information about an unusual hobby well.  ***d, Organization****:* | |
| - T asks Ss to scan the passage to answer the questions.  - Ss work individually.  - Ss write answers on the board.  - T checks and corrects. (T asks Ss to note where they found the information that help them to match)  - T asks Ss to read the text again and match the time in A and the events in B.  - Ss work in pairs. Then Ss give the answers.  - T corrects the answers as the whole class. | **2. Answer the questions**.  **Key**:  *1. In 1076*  *2. Because thousands of Vietnamese scholars graduated from it.*  *3. Chu Van An*  *4. It was considered the first university in Viet Nam.*  **3. Read the passage again and match the time in A with the events in B.**  **Key:**   1. *D 2. A 3. B 4. C* |
| **4. Post – reading (Speaking) (15’)**  ***a, Aim:*** To help Ss talk about four famous people by looking the four statues.  ***b, Contents:*** Ss work in groups to look at the four statues and talk about them.  ***c, Outcome***: Ss can talk about four famous people by looking the four statues fluently.  ***d, Organization****:* | |
| - T asks Ss to do exercise 4 in groups. And asks some Ss to give answers in front of the class. The rest of the class listens and gives comments.  - Ss work in groups to do task 4.  - T gives the key and Ss check. | **4. Look at the four statues and talk about them.**  **=> Answer keys:**  *1. This is the statue of Ly Thanh Tong. He considered the founder of the Temple of Literature.*  *2. This is the statue of Ly Nhan Tong. He is regarded as the builder of the Temple of Literature*  *3. This is the statue of Le Thanh Tong. The erection of the first doctor's stone tablet was ordered by King le Thanh Tong.* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Sums up the main contents of the lesson.

**\* Homework**: Asks Ss to:

+ Learn by heart vocabulary and structures.

+ Do Ex 1, 2 P47 - 48 (workbook).

+ Prepare **Skills 2**.

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| **Week 16 - Period 46**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 6: THE FIRST UNIVERSITY IN VIET NAM**  **Lesson 6: Skills 2** |

**A. Objectives**

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

- Listen for specific information about the biography of a famous teacher.

- Write a short passage about a historic place.

**1. Knowledge:**

- Vocabulary**:** lexical items related to the topic “The first university in Viet Nam”.

- Grammar: past simple passive.

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students can be more responsible for studyingand more aware of protecting their school.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **The main contents** |
| **1. Warm up (5’)**  ***a, Aim:*** To provide Ss some background knowledge about the listening text.  ***b, Contents:*** Ss work individually to answer the questions.  ***c, Outcome***: Ss can recognize some background knowledge about the listening text.  ***d, Organization****:* | |
| - T asks Ss some questions about teacher Chu Van An.  - Ss answer the questions individually.  - T collects Ss’ ideas and give feedbacks.  - T introduces the lesson | **\* Questions**  Description: 4e992a28_chu-van-an  *- Do you know Who is this?*  *- When and where was he born?*  *- What is his job?*  *- When did he die?*  - ……….. |
| **2. Pre – Listening (5’)**  ***a, Aim:*** To provide Ss some lexcical items related to the listening text.  ***b, Contents:*** Ss work individually to study vocabulary.  ***c, Outcome***: Ss can recognize some lexcical items related to the listening text.  ***d, Organization****:* | |
| - T uses different techniques to teach vocabulary (situation, realia .....). T follows the seven steps of teaching vocabulary.  - Ss listen to the teacher’s model twice. Then Ss repeat in chorus and then individually. After that, Ss copy all the words in their notebooks. | **Vocabulary:**  *+ District (n) huyện*  *+ doctoral (adj) thuộc tiến sỹ*  *+ regional (adj) thuộc vùng*  *+ royal (adj) thuộc hoàng gia*  *+ career (n) sự nghiệp* |
| **3. While Listening (13’)**  ***a, Aim:*** To help Ss listen for specific information about the biography of a famous teacher.  ***b, Contents:***  + Ss work individually to choose the best answer.  + Ss work individually to answer the questions.  ***c, Outcome***: Ss can understand the listenning text by completing listening exercises correctly.  ***d, Organization****:* | |
| -First, T has Ss read each sentence and discuss the option (A, B or C) that is the most appropriate to complete the sentence. Ss discuss in pairs.  - Then, T plays the recording once and asks Ss to listen and circle the appropriate answer. Ss work individually.  - T checks and corrects.  - T asks Ss to look at the questions and guess the answers first.  - T plays the recording again and asks Ss to listen and write the short answers to the questions.  - Ss work individually to do task 2.  - T calls some Ss to give the answers to the class and corrects the mistakes where and when necessary. | **1. Choose the best answer**  **Key:**  *1.C*  *2. B*  *3.B*  *4. A*  **2. Answer the questions**  **Keys:**  *1. In 1292.*  *2. He was an honest man.*  *3. He continued his teaching career and wrote books.*  *4. 78* |
| **4. Post – Listening (Writing) (20’)**  ***a, Aim:*** To help Ss write a short passage about a historic place.  ***b, Contents:***  **+** Ss work in groups to find the information to complete the table.  + Ss work individually to write a paragraph about their partner’s hobby.  ***c, Outcome***: Ss can write a short passage about a historic place well.  ***d, Organization****:* | |
| - T asks Ss to discuss in groups of 4 to find the information to complete the table in 5 minutes. T reminds Ss to look for information in other parts of the unit if necessary.  - Ss work in groups to do task 3. Then Ss share their answers with the class.  - T gets feedback.  - T asks Ss to write the passage about the history of the Temple of Literature – the Imperial Academy, using the information in 3. Ss work individually.  - If there is not enough time to write the passage in class, T can assign it as homework. | **3. Grid and form**  **Key:**  *1070 - Emperor Ly Thanh Tong*  *1076 - First university in Viet Nam*  *1484 - King Le Thanh Tong*  *2003 - Founders and developers of the Temple of Literature.*  **4. Write about the history of the Temple of Literature – the Imperial Academy**  **Example:**  *In 1070, The Temple of Literature was established by Emperor Ly Thanh Tong. It is one of the most famous historic and cultural sites of Viet Nam.* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Consolidates ss about the lesson.

**\* Homework:**

- Asks ss to rewrite their writing in their notebook

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| **Week 16 - Period 47**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **UNIT 6: THE FIRST UNIVERSITY IN VIET NAM**  **Lesson 7: Looking back and Project** |

**A. Objectives**

By the end of the lesson, Ss will be able to cover the whole unit and do exercises, understand the form of the present simple and past passive to do exercises.

**1. Knowledge:**

- Vocabulary: words about historic places and things to take on a trip.

- Grammar: Passive voice.

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students can have serious attitude things practices and do exercises.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **The main contents** |
| 1. **Warm up (3’)**   ***a, Aim:*** To warm up the class and lead in new lesson.  ***b, Contents:*** Ss work individually to answer the questions.  ***c, Outcome***: Ss can answer the questions well.  ***d, Organization****:* | |
| - T asks some questions about the history of the Temple of Literature - the Imperial Academy  - Ss answer the questions individually.  - T leads in new lesson. | **Example:**  1. What is the Imperial of Academy?  (It’s the first university in Viet Nam)  2. Who was one of the most famous teachers at the Imperial Academy?  (Chu Van An)  … |
| **2. Vocabulary (10’)**  ***a, Aim:*** To help Ss revise vocabularies related to the topic “The first university in Viet Nam”.  ***b, Contents:***  **+** Ss work individually to write the past participle of the verbs.  + Ss work individually to complete the sentences with the past participle form.  ***c, Outcome***: Ss can revise vocabularies about the topic and do vocabulary exercises correctly.  ***d, Organization****:* | |
| - T gives the base form of the verbs on the board and asks Ss to give the past participle of each verb.  - Ss work individually to do task 1.  - T confirms their answers. Reminds Ss the verbs in the 1st column are regular and those in the 2nd one are irregular verbs.  - T asks Ss to complete the task individually.  - Ss work individually to do task 2.  - T confirms their answers. | **1. Write the past participle of the following verbs.**  **Key:**   |  |  | | --- | --- | | **Base form** | **Past participle** | | consider | *considered* | | name | *named* | | visit | *visited* | | locate | *located* | | recognize | *recognized* | | start | *started* |  |  |  | | --- | --- | | **Base Form** | **Past Participle** | | *Sell* | *sold* | | *grow* | *grew* | | *speak* | *spoke* | | *buy* | *bought* | | *build* | *built* | | *see* | *Saw* |   **2. Complete the sentences with the past participle form.**  **Key:**  *1. considered, stated*  *2. named*  *3. spoken*  *4. located*  *5. recognized* |
| **3. Grammar (10’)**  ***a, Aim:*** To help Ss revise the present simple passive and the past simple passive.  ***b, Contents:***  **+** Ss work individually to use the present simple or future simple form of each verb to complete the passage.  + Ss work individually to write true sentences about themselves.  ***c, Outcome***: Ss can revise the present simple passive and the past simple passive and do grammar exercises correctly.  ***d, Organization****:* | |
| - T asks Ss to complete this task individually. T monitors Ss to make sure that Ss complete it accurately. When Ss have finished the task, they can share their answers with their partner.  - Ss work individually to do task 3.  - T asks some Ss to write the answers on the board for the whole class to check. Ss do ir.  - T corrects and gives feedback.  - T asks Ss to complete this task individually. T monitors Ss to make sure that Ss complete it accurately.  - Ss work individually to do task 4.  - T asks some Ss to write the answers on the board for the whole class to check. Ss do it.  - T corrects and gives feedback. | **3. Change the sentences from the present simple active into the simple present passive.**  **Key:**  *1. Tickets are sold at the gate of the tourist site.*  *2. A lot of flowers are grown in Da Lat*  *3. The Hung King’s Temple is visited by thousands of people every day.*  *4. Many beautiful Cham Towers can be seen by tourists in Binh Duong province.*  *5. many kinds of goods can be bought by tourists in Ben Thanh Market.*  **4. Change the sentences from the past simple passive into the past simple active.**  **Key:**  *1. Emperor Ly Thai Tong founded One Pillar Pagoda.*  *2. Emperor Ly Nhan Tong constructed the Imperial Academy.*  *3. King Le Thanh Tong ordered the erection of the first Doctor’s stone tablet.*  *4. They built Tan Ky House in Hoi An two centuries ago.*  *5. They completed the construction of Tu Duc Tomb in 1876.* |
| **4. Communication (10’)**  ***a, Aim:*** To help Ss ask and answer about the Temple of Literature and the Imperial Acadamy.  ***b, Contents****:*  + Ss work in pairs to ask and answer questions about the Temple of Literature – the Imperial Academy.  +  ***c, Outcome***: Ss can revise the present simple, the future simple and verbs of liking followed by gerund and do grammar exercises correctly.  ***d, Organization****:* | |
| - T asks Ss to work in pairs to ask and answer questions about the Temple of Literature – the Imperial Academy, using the information in the table. Ss work in pairs to do task 5.  - T asks Ss to perform in the front of the class. Ss do it.  - T gives feedback if necessary.  - T asks Ss to work in groups of 6 to complete the task. Ss work in groups to do task 6.  - T goes around and provides help if necessary.  - T asks Ss to report their results of their discussion to the whole class. Ss report.  - T gives feedback and comments. | **5. Ask and answer questions about the Temple of Literature**  Eg:  *A: Where is the Temple of Literature?*  *B: It’s located in the centre of Ha Noi.*  *…..*  **6. Report your discussions, using the information in 5.**  **Example**:  *The Temple of Literature is located in the centre of Ha Noi.* |
| **5. Project (10’)**  ***a, Aim:*** To help Ss know how to do the project.  ***b, Contents****:* Ss work in groups to do the project.  ***c, Outcome***: Ss can know how to finish the project well.  ***d, Organization****:* | |
| - T asks Ss to work in groups to choose the most famous tourist site in their district and make a brochure as in 1. Ss work in groups to do project.  - T goes around to provide help if necessary.  - T asks Ss to show their answers and perform in the front.  - T gives feedback to each group. | **PROJECT: Tourist Guide** |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Consolidates ss more about the main content of the lesson:

*+ Vocabularies related to Unit 6*

*+ Structures with passive voice.*

**\* Homework:**

- Guides ss to do all the rest exercises in Looking back at home.

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| **Week 16 - Period 48**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **REVIEW 2 (P1)** |

**A. Objectives**

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

- Revise pronunciation, vocab, and grammar from unit 4 to unit 6.

- Remember the main contents and the topics of the units.

**1. Knowledge:**

- Vocabulary: Vocabulary related to the topic: Music and Arts, Vietnamese Food and Drink, the first university in Viet Nam.

- Grammar: Comparisons, too/ either, nouns (countable nouns and uncountable nouns), How much/ how many, a/an/some/any, passive voice.

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students can have positive attitude while revising the units.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and students’ activities** | **The main contents** |
| **1. Pronunciation (5’)**  ***a, Aims:*** To help Ss review how to pronounce / tʃ / and / dʒ / ;/ o / and / o: /  ***b, Contents***:  + Underline the words with / spr/ and circle the words with/ str/.  + Listen then cicle the words which has a different stress.  ***c, Outcome*:** Ss can review / tʃ / and / dʒ /, / o / and / o: /and do pronunciation exercises correctly.  ***d, Organization*:** | |
| - T asks Ss to do this exercise individually, and then share their answers with a partner before giving the answers.  - Ss work individually to do task 1.  - Ss writes the correct answers on the board.  - T checks and corrects. | **1. Circle A, B, C, or D to show whose underlined part is pronounced diﬀerently.**  **Key:**  *1. D 2. B 3. C*  *4. B 5. C* |
| **2. Vocabulary (8’)**  ***a, Aims:*** Help students vocabulary they have learnt in unit 4,5,6.  ***b, Contents***: Ss work individually to do the crossword puzzle and complete the sentences.  ***c, Outcome*:** Ss can review vocabularies they have learnt in unit 4,5,6 and do vocabulary exercise correctly.  ***d, Organization*:** | |
| - T asks Ss to do this exercise individually and then share their answers with a partner.  - Ss work individually to do task 2.  - T may ask a student to write their answers on the board. Ss do it.  - T check the answers with the whole class. | **2. Do the crossword puzzle and complete the sentences.**  **Key:**  *1. music 2. food*  *3. art 4. drink*  *5. university 6. temple* |
| **3. Grammar (20’)**  ***a, Aims:*** Help Ss review the use of some grammar points they have learnt in unit 4,5,6.  ***b, Contents***:  + Ss work individually to complete two passages about camping.  + Ss work individually to write the sentences using the suggested words or phrases  + Ss work individually to rewrite the sentences in the passive.  ***c, Outcome*:** Ss can review the use of some grammar points they have learnt in unit 4,5,6 and do grammar exercises correctly.  ***d, Organization*:** | |
| - T asks Ss to work individually to do task 3. Ss work individually.  - After Ss have done this exercise individually, T quickly checks Ss’s answers.  - T asks Ss to do this exercise individually and then share their answers with a partner.  - Ss work individually to do task 4.  - T asks Ss to answers on the board. Ss do it.  - T checks and corrects.  - T elicits the form and use of the passive voice.  - T asks Ss to do this exercise individually and then share their answers with their partners. Ss do it.  - T asks Ss to write their answers on the board. Ss do it.  - T may check the answers with the whole class. | **3. Complete the following two passages about camping.**  **Key:**   |  |  | | --- | --- | | *1. How many*  *3. How much*  *5. a.*  *7. some* | *2. How much*  *4. How many*  *6. much*  *8. many* |   **4. Write the sentences using the suggested words or phrases.**  **Suggested answers:**  *1. I think classical music is as exciting as country music.*  *2. These clothes are not as expensive as I thought.*  *3. My taste in art is the same as her taste (hers).*  *4. The price of foods in Ha Noi is not the same as it is in Hai Phong.*  *5. Life in Viet Nam is diﬀerent from life in England.*  **5. Rewrite the sentences in the passive.**  **Keys:**  *1. The song Auld Lang Syne is sung on some occasions.*  *2. Viet Nam’s anthem Tien Quan Ca was composed by Van Cao.*  *3. Water puppetry is performed in a pool.*  *4. A lot of meat was bought (by his mother) yesterday.*  *5. Rice noodles are made from the best variety of rice* |
| **4. Everyday English (10’)**  ***a, Aims:*** To help Ss practice talking about food and drink.  ***b, Contents***: Ss work in pairs to complete the conversations with the questions in the box.  ***c, Outcome*:** Ss can talk about food and drink by completing the conversations with the questions in the box correctly.  ***d, Organization*:** | |
| - T calls a pair of Ss to do the exercises in front of the class. Check Ss’ answers.  - Ss work in pairs to do task 6.  - T asks Ss for explanation if necessary.  - T checks and gives feedback. | **6. Complete the conversations with the questions in the box.**  **Key:**  *1. C 2. E 3. A*  *4. B 5. D* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks Ss to retell what they have learnt so far.

**\* Homework**: Asks Ss to:

* Learn new words and grammar.
* Do exercises in Review 2 (Part 2).

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| **Week 17 - Period 49**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **REVIEW 2 (P2)** |

**A. Objectives**

By the end of the lesson, Ss will be able to

- Review some skills: reading, speaking, listening, writing.

- Practice making every day English.

**1. Knowledge:**

- Vocabulary: Vocabulary related to the topic: Music and Arts, Vietnamese Food and Drink, the first university in Viet Nam.

- Grammar: Comparisons, too/ either, nouns (countable nouns and uncountable nouns), How much/ how many, a/an/some/any, passive voice.

**2. Competence:** Linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students can have positive attitude while revising the units.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **The main contents** |
| **1. Reading (8’)**  ***a, Aim:*** To help students scan for specific information about favorite films.  ***b, Contents***: Ss work individually to read the descriptions and tick the boxes.  ***c, Outcome*:** Ss can understand the reading text and do reading exercise correctly.  ***d, Organization*:** | |
| - T asks Ss to complete the answers individually and check with a partner before T conﬁrms the correct answers.  - Ss work individually to do task 1. | **1. Read their descriptions and tick (✓) the boxes.**  **Keys:**   * *Gone with the Wind: 3, 5* * *A Space Odyssey: 1, 2, 4* |
| **2. Speaking (10’)**  ***a, Aim:*** To help students talk about planning a trip to a place.  ***b, Contents***:  + Ss work in pairs to plan a trip to a place.  + Ss work in groups to take turns talking about the arrangements for the trip.  ***c, Outcome*:** Ss can plan a trip to a place fluently.  ***d, Organization*:** | |
| - T lets Ss work in pairs, asking and answering questions with the suggestions.  - Ss work in pairs to do task 2.  - T may go around to help weaker Ss.  - Some pairs perform in front of the class.  - T has Ss work in groups taking turns talking about arrangements for the trip. Ss work in groups.  - T asks each group to choose the student who does the task best to talk in front of the class. Ss do it.  - T asks some other Ss to give comments. | **2. Plan a trip to a place. Ask and answer questions about the following ideas.**  **Example:**  *A: Where will you go?*  *B: We'll go to .................*  *A: When would you like to go?*  *B: I'd like to go..................*  *A: Who will you go with?*  *B: I'll go with ..................*  *A: How will you travel?*  *B: I'll travel by............*  *A: What would you like to bring?*  *B: I'd like to bring................*  *A: What will you do there?*  *B: I'll..............................*  **3. Take turns talking about the arrangements for the trip.** |
| **3. Listening (10’)**  ***a, Aim:*** To help students listen for specific information in a listening text about a meal in a restaurant.  ***b, Contents***:  + Ss work individually to listen and tick the adjectives.  + Ss work individually to listen and complete the menu.  ***c, Outcome*:** Ss can understand listening text and do listening exercise fluently.  ***d, Organization*:** | |
| - T lets Ss look at the adjectives which the man uses to describe his meal in a restaurant. Play the recording once for Ss to listen and tick their answers.  - Ss work individually to do task 4.  - T has Ss look at the menu. Play the recording again for Ss to complete the menu. After Ss have ﬁnished the two exercises, T plays the recording once more so that Ss can check their answers. Ss work individually to do task 5.  - Announces the answers to Ss. With a weak class, T may play the recording many times until Ss have completed all their exercises. | **4. Listen and tick the adjectives**  **Keys:**  *1, 3, 4, 5, 6, 8*  **5. Complete the menu.**  **Keys:**   |  |  | | --- | --- | | *Menu* | | | *Appetizer* | *Salad* | | *Main dish* | *Fish, vegetables* | | *Dessert* | *An ice cream* | | *Drink* | *A cup of tea* | |
| **4. Writing (15’)**  ***a, Aim:*** To help students write the instructions of how to cook a mushroom omelette.  ***b, Contents***: Ss work individually to listen and choose the correct answer.  ***c, Outcome*:** Ss can write the instructions of how to cook a mushroom omelette well.  ***d, Organization*:** | |
| - T sets up the writing activity.  - T reminds Ss that the first and most important thing is always to think about what they are going to write. In this case, Ss may use the sequence of activities (first, then, next, after that, and finally). Ss listen carefully.  - T has Ss look at the pictures and discuss their sequence/ order and then write the sentences. Ss listen and write the sentences.  - T asks Ss to write the draft first. Then have them write their final version in class or at home. If they write in class, they can also do it in pairs or groups. Ss work individually to write the 1st draft.  - T asks one student to write the sentences on the board. Other Ss give comments. Ss edit and revise their writing as homework. | **6. Write the instructions of how to cook a mushroom omelette.**  **Suggested writing:**  *First, slice the mushrooms.*  *Then, beat the eggs in a bowl.*  *Next, add salt to the egg mixture.*  *After that, pour the eggs into a frying pan. Add the mushrooms and cook.*  *Finally, fold the omelette in half.* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks Ss to review all grammar and vocabulary from unit 1 to 6 carefully.

**\* Homework:** Asks Ss to:

- Write the instructions of how to cook a mushroom omelette in your notebook.

- Revise all they have studied so far.

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| --- | --- |
| **Week 17 - Period 50**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **REVISION** |

**A. Objectives**

By the end of the lesson, ss will be able to revise the main knowledge from unit 1 to unit 6.

**1. Knowledge:**

- Vocabulary: hobby, health, community service, music and art, Vietnamese food and drink, the first university in Viet Nam.

- Grammar: verbs of liking + gerunds, present simple, future simple, conjunctions, imperative with more and less, compound sentences, past simple and present perfect, comparisons, too/ either, nouns (countable nouns and uncountable nouns), How much/ howmany, a/an/some/any, passive voice.

**2. Competence:** linguistic competence, cooperative learning and communicative competence.

**3. Behavior:** Students are hardworking and attentive.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **The main contents** |
| **Revision (43’)**  ***a, Aims:*** To help Ss revise all vocabulary and grammar they have learnt so far.  ***b, Contents:*** Ss work individually to do the exercises in handouts.  ***c, Outcome***: Ss can do exercises in handouts correctly.  ***d, Organization:*** | |
| - T delivers handouts to Ss.  - T asks Ss to do exercises in handouts individual. Ss do it.  - T calls Ss to write answers on the board. Ss do it.  - T checks and corrects. | **Exercises in Handouts** |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks Ss to retell what they have learnt.

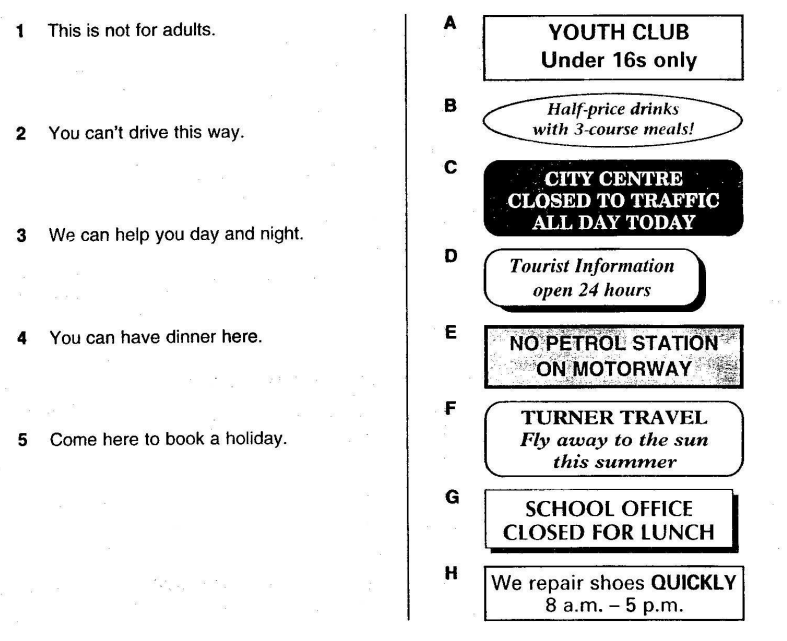
**\* Homework:**

- Asks ss to prepare for the first end-term test.

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**EXERCISES** *(in handouts)*

**I. Which notice (A – H) say this (1 – 5):**



**II. Read the passage and choose the best answer:**

Water is a traditional art form. It began in the 11th century. It originated in the villages of the Red River Delta of North Viet Nam. The show is performed in a pool. The puppets are supported by strings under the water and controlled by the puppeteers behind a screen, so they appear to be moving on the water. The puppets are made of wood and then painted. The themes of the puppet shows are rural: the performances show everyday life in the countryside and folk tales. There are stories about rice farming, fishing and Vietnamese village festivals.

1. Water puppetry is ……………

A. traditional art form B. modern art form C. old art form

2. Water puppetry is performed in ……………

A. a lake B. a swimming pool C. a pool

3. Who control the puppet?

A. puppetry B. puppeteers C. villagers

4. They use ……….. to make puppet.

A. wood B. plastic C. paper

5. What are the themes of the puppet shows?

A. everyday life in the city B. rural C. folk tales.

**III. Choose the best answer:**

My friends and I have written a (1) ………. We have decided to (2) ……………it for our school. I have already built the set. Karen has just finished the (3) …………for us to wear. I haven’t learned the (4) …………yet, so I am a bit nervous, but I’m excited (5)…………... I haven’t been in a play before. I can’t wait!

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. | A. film | B.song | C. play | D. club |
| 2. | A. perform | B. make | C. take | D. build |
| 3. | A. stage | B. actors | C. play | D. costumes |
| 4. | A. script | B. scripts | C. play | D. lessons |
| 5. | A. also | B. then | C. too | D. either |

**IV. Rewrite the following sentences:**

1. I find collecting stamp interesting.

🡪 My hobby is ……………………………………………………………………..

2. What hobby do you like best, Elina?

🡪 What is your …………………………………………………………………….?

3. Fred finds playing board games boring.

🡪 Fred doesn’t like …………………………………………………………………

4. My sister enjoys playing flowers.

🡪 My sister …………………………………………………………………………

5. I like pop music. My brother likes pop music, too. (as)

6. Tim is 45 kilograms. Hung is 45 kilograms, too. (the same).

7. She started playing tennis 2 years ago.

🡪 They have ………………………….……………….………………………….

8. She likes playing football with his friends after school.

🡪 He enjoys …..…………………………..……………………………………..

9. They find reading novels boring.

🡪 They think ……….………………………….………..……………………….

10. I feel weak and sick. I go to see the doctor. (so)

11. She finds making pottery boring.

🡪 She thinks ………………………………………………………………………..

12. I have an allergy. I don’t eat that kind of fish. (so)

13. I started studying English 10 years ago.

🡪 I have …………………………………………………………………………….

14. We find listening to music interesting.

🡪 We think …………………………..……………………………………………

15. I started to collect coins 5 months ago.

🡪 I have …………………………………………..……………………………….

16. Linh finds playing board games exciting.

🡪 Linh thinks …………………………………….………………………………

17. Football is more exciting than tennis.

🡪 Tennis isn’t ……………………………………………………………………

18. Korea is not the same as Viet Nam. (different).

🡪 Korea ……………………………………….…………………………………..

19. She likes tea and her mother likes tea. (too).

🡪 She likes …………………………………………….………………………….

20. kilos/how many / would/potatoes/of/ like/you/? (rearrange)

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| --- | --- |
| **Week 17 - Period 51**  *Date of planning: …./…./.......*  *Date of teaching: …./…. /.......* | **THE FIRST END-TERM TEST** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, ss will be able to finish the test on time.

**2. Competence:** SS can use language correctly.

**3. Behavior:** SS are serious to do the test.

**B. Teaching aids:** CD and stereo, paper tests.

**C. Procedures**

**ĐỀ THI DO PHÒNG GIÁO DỤC RA.**

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| --- | --- |
| **Week 18 – Period 52 + 53**  *Date of planning: …./…../.......*  *Date of teaching: …/…../.......* | **ORAL TEST** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, Ss will be able to finish their speaking test.

**2. Competence:** Ss can do the speaking test well.

**3. Behavior:** SS are serious to do the speaking test.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, handouts…

**2. Students**: Textbooks, notebooks…

**C. Procedures**

**1. Checking:** During the lesson.

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **Contents** |
| **Oral test (43’)**  ***a, Aims:*** Check Ss’ speaking abilities.  ***b, Contents:*** Ss work individually to do the oral tests.  ***c, Outcome***: Ss can do the oral tests well.  ***d, Organization:*** | |
| - Asks Ss to do the oral tests.  - Ss do the oral tests individually.  - T gives comments and marks. |  |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Asks Ss to retell what they have learnt.

**\* Homework:**

- Asks Ss to revise the knowledge they’ve studied at home.

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**ORAL TEST**

**A. PART 1: Talk about yourself (0.5pt, time: 1’ - 2’)**

***I. Full name? Name of class and school? (0.25pt)***

*+ I am ............... + I am in class .............. + I go to .......................school*

***II. Your hobbies (0.25pt)***

*+ I like................../ My favorite subject(s)/ activities is/ are ........*

*+ I don’t like...................*

**B. PART 2: Your topics (1pt, time: 2’ - 3’): 0.25pt/ each answer to each suggested question**

***Topic 1. Your hobby \* Talk about your hobby:***

+ What is your hobby?

+ When did you start your hobby?

+ Who do you share it with?

+ Do you intend to continue your hobby in the future?

**Situation:** How do you feel about the hobby? Why?

***Topic 2. Health \* Talk about your health:***

+ What should you do to stay healthy? (4 ideas)

**Situation:** Do you think the calories you use depend on your activities?

***Topic 3. Community service \* Talk about the community service:***

+ Do you like volunteer activities?

+ Have you ever done volunteer work or community activities?

+ As a volunteer, what would you do to help the poor, the homeless people and the street children?

**Situation:** Do you think volunteering is good for yourself? Why?

***Topic 4. Music and Arts \* Talk about music:***

+ Do you like listening to music?

+ What kind of music do you like? Why?

+ How often do you listen to music?

+ Who is your favorite singer / song?

**Situation:** Can you give the names of two Vietnamese musical instruments?

***Topic 5. Vietnamese Food and Drink \* Talk about your favorite food and drink***

+ What is your favorite food or drink?

+ What are its ingredients?

+ How does it taste?

+ Is it healthy?

+ When do you often eat / drink it?

**Situation:** + What food can you cook?

+ What food do you hate?

+ What new food do you want to try?

***Topic 6. The first university in Viet Nam \* Talk about the Imperial Academy?***

+ What is the name of the first university in Viet Nam?

+ Where is it located?

+ When was it founded?

+ Who was one of the most famous teachers at the Imperial Academy?

**Situation:** Can you name the parts of the Imperial Academy?

**C. PART 3**: **Extra questions related to the topics (0.5pt, time: 1’ - 2’)**

=> Situation in Part **2 (0.25pt/ each answer to each suggested question)**

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| --- | --- |
| **Week 18 - Period 54**  *Date of planning: …./…../.......*  *Date of teaching: …/…../.......* | **THE FIRST END-TERM**  **TEST CORRECTION** |

**A. Objectives**

**1. Knowledge:** By the end of the lesson, ss will be able to realize what they have done, what they haven’t done.

**2. Competence:** They can self-evaluate their studying and have good plans to improve.

**3. Behavior:** Students are hard-working and attentive. They will try their best to get better results.

**B. Teaching aids**

**1. Teacher:** Textbooks, teaching plan, paper tests, loud speaker.

**2. Students**: Textbooks, notebooks, paper tests.

**C. Procedures**

**1. Checking:** During the lesson.

**2. End-term written test correction:** (43’)

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **The main contents** |
| **I. Correct the first end-term test (33’)**  **A. LISTENING**  **I. Listen and tick the box. (1.0 pt)** *0,2 pt for each correct answer*  - Asks ss to answer again each question and explain.  - Gets feedback.  **II. Listen and write. (1.0 pt)** *0,2 pt for each correct answer*  - Asks ss to answer again each question and explain.  - Gets feedback.  **B. READING**  **I. Match each statement (1 – 5) with the suitable notice (1 pt)** *0,2 pt for each correct answer*  - Asks ss to read the text again then answer the questions.  - Gets feedback.  **II. Read carefully and choose the correct answer A, B, C to complete the letter (1pt)** *0,2 pt for each correct answer*  - Asks Ss to answer again each question and explain.  - Gets feedback.  **III.** **Read the passage carefully and choose the correct answer A, B or C (1pt)** *0,2 pt for each correct answer*  - Asks Ss to answer again each question and explain.  - Gets feedback.  **C. WRITING**  **Part I: Finish each of the following sentences in such a way that it means exactly the same as the sentence printed above it. (2 pts)** *0,4 pt for each correct answer*  - Asks Ss to answer again each question and explain.  - Gets feedback.  **Part II. Write a letter of invitation (about 50 – 60 words) to invite a friend to a live show, using the following cues. (1pt)**  -------------------------\*\*\*--------------------------  **II. Let Ss know their common mistakes: (10’)**  **Listening:**  - Part I: Most Ss do well.  - Part II: Many Ss do incorrectly questions 3.  **Reading:**  - Part I: Most Ss do well.  - Part II: many students couldn’t answer question 1, 4, 5 correctly.  - Part III: Many Ss couldn’t answer question 2, 5 well.  **Writing:**  - Part I: Many Ss couldn’t do questions 4, 5 well.  - Part II: Most Ss couldn’t finish their writing.  **\* Solution**  - Gives compliment to good students and gives the criticism to lazy students.  - Encourages students to study harder.  - Reminds students to avoid making the common mistakes. | **A. LISTENING**  **I.** 1. B 2. A 3. C 4. B 5. A  **II.**  1. 9/ nine 2. 849033  3. Forest Hill 4. Friday  5. 5: 00/ Five o’clock/ 5 o’clock  **B. READING**  **I.**  1E 2A 3B 4D 5C  **II.**  1. B 2. A 3. C 4. A 5. B  **III.**  1. B. in the United Kingdom  2. A. It’s the most famous university in the world.  3. C. in 1209  4. B. 18.000  5. C. The University of Cambridge  **C. WRITING**  **Part I:**  1. Hung is not as tall as Nam (is).  2. I think drawing pictures is interesting.  3. His picture is not the same as mine  4. Many flowers and trees are grown in my school.  5. How much milk is there in the fridge?  **Part II:**  **Form : *0.2 pt:*** - Correct form of a letter of invitation.  **Task fulfillment: *0.6 pt***  - Complete the tasks with all the relevant information (0.3pt)  - Well – organized (0.3pt)  **Language: *0.2 pt***  - Accurate grammar (0.1pt)  - Appropriate vocabulary (0.1pt)  ------------------------------------------------  - Listen, take notes and remember.  - Recall and remember. |

* **Result:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Class** | **3,5 - 5** | **%** | **5 – 6,5** | **%** | **6,5 - 8** | **%** | **8 - 10** | **%** |
| 7A |  |  |  |  |  |  |  |  |
| 7B |  |  |  |  |  |  |  |  |
| **Grade 7** |  |  |  |  |  |  |  |  |

**3. Guides for homework (2’)**

- Asks Ss to review all the knowledge they have studied so far at home.

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