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| **Tiết thứ**  **REVIEW 2**  **Language** | | |
| **Class** | **Date of teaching** | **Attendence** |
| 7A | ..../09/2022 |  |
| 7B | ..../09/2022 |  |
| 7C | ..../09/2022 |  |

I. OBJECTIVES

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

**1. Knowledge**

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

**+ Grammar:** Revise the use of comparisons; *some, a lot of, lots of;* prepositions of time and place; express preferences; ask and answer about prices; ask for details.

**+ Pronunciation:** revise pronouncing the sounds /ʃ/, /ʒ/, /ɒ/, /ɔ:/, /tʃ/ and /dʒ/ correctly.

**2. Competence**

**a) General competencies:** Develop communication skills and cultural awareness; Be collaborative and supportive in pair work and teamwork; Actively join in class activities.

**b) Personal qualities**

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

- Ability of using Present Simple Tense, some popular verbs of liking.

- Raise students’ awareness of the need to keep their neighbourhood green.

**3. Qualities:** - Raise students’ awareness of the need to keep their neighbourhood green; Have the good attitude to working in groups, individual work, pair work; cooperative learning. Develop self-study skills.

**II. PREPARATIONS**

**Teacher:** Grade 7 text book, laptop, TV, pictures and realia, Computer connected to the Internet. Sach mem.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE:**

**In each activity, each step will be represented as following:**

\* Task delivering

\*\* Task performance

\*\*\* Report and discussion

\*\*\*\* Judgement

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| Activity 1. WARM UP (5’-IW, GW)  **\* Aim:** To lead in the lesson.  **\* Content:** Having somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **\* Product:** Having a chance to speak English; Revision.  **\* Implementation:** Teacher’s instructions…... | |
| \* Teacher shows 3 sets of pictures (taken from lessons of Units 4-5-6) and asks students to find a keyword for each set of pictures.  \*\* Students raise hands to answer.  \*\*\* Teacher and students discuss the answers.  \*\*\*\* Teacher checks the answers as a class. | **GAME: FINDING KEYWORDS**    **Set 1: MUSIC & ARTS**    **Set 2: FOOD & DRINKS**    **Set 3: SCHOOL FACILITIES** |
| **Activity 2. KNOWLEDGE FORMATION (10'- PW, IW)**  **\* Aim:** To help students review the pronunciation of the sounds learnt in Units 4 - 6.  **\* Content:** Having somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **\* Product:** Pronounce the sounds /ʃ/ and /ʒ/, /ɒ/ and /ɔ:/, /tʃ/ and /dʒ/  \* Implementation: Teacher’s instructions…... | |
| **1. Circle the word in which the underlined part is pronounced differently. Listen, check, and repeat the words. (Ex 1 – P70)**  \* Teacher writes the sounds /ʃ/ and /ʒ/, /ɒ/ and /ɔ:/, /tʃ/ and /dʒ/on the board.  - Teacher writes one word containing the sound below each of them.  - Teacher asks students to read the words aloud.  \*\* Students do the task by reading aloud each group and circling the odd one out.  \*\*\* Teacher can invite some pairs of students to read aloud.  \*\*\*\* Teacher checks students’ pronunciation and gives feedback. | **1. Circle the word in which the underlined part is pronounced differently. Listen, check, and repeat the words. (Ex 1 – P70)**  1. D 2. B 3. C 4. B 5. C |
| Activity 3. PRACTICE (25’-IW, PW, GW)  **\* Aim:** To help students review the phrases taught in Unit 4-6 and use them in different contexts; To help students identify the words through different context. To help students review grammar elements taught in Unit 5: *How much, How many, some, a lot of;* To help students review grammar elements taught in Unit 4: *more … than, different from, not as … as, the same as.*  **\* Content:**  **\* Product:** Practise using grammar learnt from Unit 4 – to Unit 6.  **\* Implementation:** Teacher’s instructions…... | |
| **2.** **Match a word in A with a word or phrase in B. Then complete the sentences with the appropriate phrases. (Ex 2 – P70)**  \* Teacher asks Ss to read the verbs in A and match them with the nouns in B. Remind ss that they have learnt these phrases in the previous three units. Make sure they remember their meanings.  \*\* Students do this exercise individually.  \*\*\* Teacher allows students to share their answers in pairs before discussing as a class.  \*\*\*\* Teacher checks the answers as a class and gives feedback.  **3. Underline the correct word to complete the sentences.** (Ex 3 – P70)  \* Teacher asks students to work individually to choose the correct words and complete the sentences.  \*\* Students work individually to complete the task.  \*\*\* Teacher allows students to share answers with a partner before discussing as a class.  \*\*\*\* Teacher asks students to say the sentences aloud and makes sure they pronounce the words and phrases correctly. Teacher can ask for translation to check their understanding.  **4. Complete the passages about camping. Use the words and phrases from the boxes.**  \* Teacher asks students to work independently to fill in the blanks with the correct words from the box.  \*\* Students work individually to complete the task.  \*\*\* Teacher allows students to share answers before discussing as a class.  \*\*\*\* Teacher asks students to say the sentences aloud and makes sure they pronounce the words and phrases correctly. Teacher can ask for translation to check their understanding.  **5. Complete the second sentence, using the words in brackets.** (Ex 5 – P70)  \* Teacher gives a brief revision of *more … than, different from, not as … as, the same as* then asks students to do the task individually.  \*\* Students do the task individually.  \*\*\* Teacher allows students to share answers before discussing as a class.  \*\*\*\* Teacher asks students to say the sentences aloud and makes sure they pronounce the words and phrases correctly. Teacher can ask for translation to check their understanding. | **2.** **Match a word in A with a word or phrase in B. Then complete the sentences with the appropriate phrases. (Ex 2 – P70)**  1. e - play the guitar  2. d - need some apples  3. a - perform a classical concert  4. b - drink juice  5. c - pass an entrance exam  **3. Underline the correct word to complete the sentences.** (Ex 3 – P70)  1. composers 2. apples  3. concert 4. gifted  5. entrance  **4. Complete the passages about camping. Use the words and phrases from the boxes.**  **Answer key:**  1. How much 2. How many  3. a lot of 4. much  5. some 6. Many  **5. Complete the second sentence, using the words in brackets.** (Ex 5 – P70)  ***Answer key:***  1. I think rock and roll is more exciting than classical music.  2. The poster in the gallery is not different from the one in my house.  3. A ticket to the theatre is not as expensive as I expected.  4. The painting in the museum is like the painting in the gallery. |
| **Activity 4. APPLICATION (7’-IW, PW)**  **\* Aim:** To consolidate what students have learnt in the lesson; To prepare vocabulary for the next lesson.  **\* Content:** Home assignment  **\* Product:** Take note Home assignment  **\* Implementation:** Teacher’s instructions…... | |
| **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | **\* Home assignment**  - Prepare for Review 2 – Skills. |

**V. FEEDBACK:**

With 7A ……………………………………………………………………………..…

With 7B …………………………...……………………………………..……………

With 7C ………………………………………………………………………….……

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| **Tiết thứ**  **REVIEW 2**  **Skills** | | |
| **Class** | **Date of teaching** | **Attendence** |
| 7A | ..../11/2022 |  |
| 7B | ..../11/2022 |  |
| 7C | ..../11/2022 |  |

I. OBJECTIVES

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

**1. Knowledge**

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

**+ Grammar:** Practice reading for specific information about one’s favourite kind of music; practice talking about a visit to a lower secondary school; practice listening for specific information about a meal at a restaurant; practice writing a paragraph about a meal at a restaurant.

**+ Pronunciation:** revise pronouncing the sounds /ʃ/, /ʒ/, /ɒ/, /ɔ:/, /tʃ/ and /dʒ/ correctly.

**2. Competence**

**a) General competencies:** Develop communication skills and cultural awareness; Be collaborative and supportive in pair work and teamwork; Actively join in class activities.

**b) Personal qualities**

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

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- Raise students’ awareness of the need to keep their neighbourhood green.

**3. Qualities:** - Raise students’ awareness of the need to keep their neighbourhood green; Have the good attitude to working in groups, individual work, pair work; cooperative learning. Develop self-study skills.

**II. PREPARATIONS**

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**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE:**

**In each activity, each step will be represented as following:**

\* Task delivering

\*\* Task performance

\*\*\* Report and discussion

\*\*\*\* Judgement

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| **Activity 1. WARM UP (5’-IW, GW )**  **\* Aims:** - By the end of this review, students will have revised the language they have learnt and the skills they have practised in Units 4-6.  - Ss revise what they have learnt so far in terms of language and skills. Summarise their answers and add some more information if necessary.  **\*Content:** Having somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Product:** Having a chance to speak English.  **\* Implementation:**Teacher’s instructions…. | |
| \* Teacher lets Ss listen to some pieces of music and asks students to discuss what types of music they are.  \*\* Students raise hands to answer.  \*\*\* Teacher and students discuss the answers.  \*\*\*\* Teacher checks the answers as a class. | **WHAT KIND OF MUSIC?**  1. Country music  2. Classical music  3. Rock music  4. Hip hop music  5. Pop music |
| **Activity 2. KNOWLEDGE FORMATION (5'- IW)**  **\* Aims:** - By the end of this review, students will have revised the language they have learnt and the skills they have practised in Units 4-6.  **\*Content:** Get started withthe language they have learnt and the skills they have practised in Units 4-6.  **\* Product:** Having a chance to speak English.  **\* Implementation:**Teacher’s instructions…. | |
| Ask Ss what they have learnt in terms of language and skills. Draw their attention to the THIS UNIT INCLUDES box at the beginning of each unit; Summarise their answers in notes and write them in a top corner of the board. Briefly revise some important/difficult items before starting the review. |  |
| **Activity 3. PRACTICE (25’-IW, PW, GW)**  **\* Aims:** To help students practise reading specific information; To help students practise asking and answering about a visit to a lower secondary school. To help students practise listening for specific information; To help students practise writing a paragraph about a meal in a restaurant.  **\* Content:**  **\* Product:** Finish exercises.  **\* Implementation:** Teacher’s instructions…. | |
| **1. Choose one appropriate option (A, B, or C) to fill in each gap of the paragraph.** (Ex 1, P71)  \* Teacher has Ss read the paragraph carefully and decides which option goes with which gap.  \*\* Students read the text fully and choose the correct answers.  \*\*\* Teacher asks students how they can choose the option.  \*\*\*\* Teacher confirms the answers as a class.  **2. Work in pairs. Imagine you have just visited a lower secondary school. Ask and answer the questions, using the following suggestions.** (Ex 2, P71)  \* Teacher asks students to imagine that they have just visited a lower secondary school so that they can form their own ideas of where the school is, how many teachers and students there are, what school facilities are, what school outdoor activities students do.  Let Ss read the questions to focus on the information they are going to answer.  \*\* Students work in pairs, asking and answering the provided questions.  \*\*\* Teacher calls on some pairs to report their answers for the class. Each pair may answer just one question to allow room for more pairs.  \*\*\*\* Teacher checks the answers and adds more information if necessary.  **3. Listen to a man talking about his meal at a restaurant and tick (v') the adjectives you hear.** (Ex 3, P71)  \* Teacher allows Ss some time to read the words/adjectives. Check if the words/adjectives are new or not. Check comprehension, if necessary.  Play the recording once.  \*\* Students listen and do the task.  \*\*\* Teacher allows students to share answers before discussing as a class.  \*\*\*\* Teacher invites one student to read the words / adjectives they have ticked.  **4. Listen again and fill in each gap with ONE word.** (Ex 4, P71)  \* Teacher has Ss read the table. Draw their attention to the meanings of the words: *starter, main dish, dessert, drink.*  Play the recording once or twice for the ss to complete the table.  \*\* Students listen and do the task.  \*\*\* Teacher allows students to share answers with their partners before discussing as a class.  \*\*\*\* Teacher invites one student to read the words they have filled in. | **1. Choose one appropriate option (A, B, or C) to fill in each gap of the paragraph.** (Ex 1, P71)  ***Answer key:***  1. C  2. A  3. B  4. C  5. A  **2. Work in pairs. Imagine you have just visited a lower secondary school. Ask and answer the questions, using the following suggestions.** (Ex 2, P71)  **3. Listen to a man talking about his meal at a restaurant and tick (v') the adjectives you hear.** (Ex 3, P71)  ***Answer key:*** 1, 2, 4  **4. Listen again and fill in each gap with ONE word.** (Ex 4, P71) |
| **Activity 4. APPLICATION (10’-IW)**  **\* Aims:** To help students practise writing a paragraph about a meal in a restaurant; To consolidate what students have learnt in the lesson; To prepare vocabulary for the next lesson.  **\* Content:** Write complete sentences to make a paragraph; Home assigment  **\* Product:** Ss can write complete the passage about a meal in a restaurant; Take note Home assigment  **\* Implementation:** Teacher’s instructions…. | |
| **5. Write a paragraph of about 60 words about a meal you had at a restaurant.** (Ex 5, P71)  \* Teacher asks students to read the instructions and allow them some time to read the first sentence of the paragraph to think about the information they need to write.  \*\* Students do the task individually.  \*\*\* Teacher goes around and checks if they are doing the task correctly and offers help if needed.  \*\*\*\* Teacher calls one or two volunteers to read aloud the paragraphs. Call for others’ comments.  **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | **5. Write a paragraph of about 60 words about a meal you had at a restaurant.** (Ex 5, P71)  **Suggested paragraph:**  Last weekend, my parents and I had a meal at a small restaurant in the centre of town. For a starter, I had a salad. It was fresh. My main dish included rice, beef, and vegetables. The beef was tasty, and the vegetables were fresh. For dessert, I had a big ice cream. Then I drank a glass of orange juice with ice. The meal was great.  **\* Home assignment**  Prepare for First Term Exam |

**V. FEEDBACK:**

With 7A ……………………………………………………………………………..…

With 7B …………………………...……………………………………..……………

With 7C ………………………………………………………………………….……

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| **Activity 5. WRAP-UP & HOME WORK (2’-IW)**  **\* Aim:** To consolidate what students have learnt in the lesson; To prepare vocabulary, grammar and knowledge for the first term exam.  **\* Content:** Home assigment  **\* Product:** Take note Home assigment  **\* Implementation:**  \* Teacher asks students to talk about what they have learnt in the lesson .  - Summarise the main points.  - Ask Ss what they have learnt so far. Have them recall the important elements: | |
| **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | \* **HOME WORK**  - Finish the writing. Copy into the notebooks.  - Do more exercises in workbook. |