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| **Tiết thứ**  **REVIEW 4**  **Skills** | | |
| **Class** | **Date of teaching** | **Attendence** |
| 7A | ..../09/2022 |  |
| 7B | ..../09/2022 |  |
| 7C | ..../09/2022 |  |

**I. OBJECTIVES:** By the end of this review, Ss will have revised the language they have learnt and the skills they have practised in Units 10 - 12.

**1. Knowledge:** - To revise the skills they have learnt in Unit 10 – 12.

- Practise reading for general and specific information about a place in an English-speaking country (Alaska).

- Practise talking about energy-saving activities.

- Practise listening for specific information about a mean of transport (the flying bike)

- Practise writing about the future means of transport.

**+ Vocabulary:** Ss revise the words related to types of energy sources; the future means of transport; and words related to the people and places in English-speaking countries.

**+ Grammar:** Revise the present continuous; how to ask for explanations; the future simple to talk about future activities and make predictions; how to use possessive pronouns correctly; Revise how to use articles correctly; how to express amazement.

**+ Pronunciation:** Pronounce three-syllable words with correct stress**;** say sentences with correct stress**,** ask questions with the correct rising and falling intonation.

**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) Specific competencies:**

**a) General competencies:**

- Develop communication skills and cultural awareness’ Be collaborative and supportive in pair work and teamwork; Actively join in class activities.

**b) Specific competencies:**

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

- Ability of using the present continuous, the future simple.

- Raise students’ awareness of the need to save energy at home.

**3. Qualities:** - Raise students’ awareness of the need to save energy at home; 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)**  **\* Aims:**  - By the end of this review, students will have revised the language they have learnt and the skills they have practiced in Units 10-12.  - Ss revise what they have learnt so far in terms of 4 skills; summarize their answers and add some more information if necessary.  **\*Content:** Having somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **\* Product:** Chatting  **\* Implementation:** Teacher’s instructions…. | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  \* Teacher writes on the board “Alaska” and asks Ss some questions to lead into the passage they are going to read.  \*\* Ss do the task individually.  \*\*\* Teacher calls on some Ss to answer the questions.  \*\*\*\* Teacher can or can’t confirm. | **Chatting:**  **ALASKA** |
| **Activity 2. KNOWLEDGE FORMATION (15'- PW, IW)**  **\* Aim:**  **-** To develop Ss’ knowledge of the vocabulary.  - To help Ss practise reading for specific information through multiple choice questions.  **\* Content:**  - Read the passage. Find a word and a phrase from the passage and write them under their correct pictures.  - Choose the correct answer A, B, or C to complete each sentence.  **\* Product:** Answer key  **\* Implementation:** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| \* Teacher asks Ss to look at the pictures first, then quickly read the passage and find word/ phrase for each one.  \*\* Ss do the task individually.  \*\*\* Some Ss answer.  \*\*\*\* Teacher confirms.  \* Teacher gives Ss some time to read all the passage carefully, then asks them to do Ex 1b.  \*\* Ss do the task independently.  \*\*\* Ss give answers and explain their ideas.  \*\*\*\* Teacher confirms. | **READING**  **Task 1: Read the passage. Find a word and a phrase from the passage and write them under their correct pictures. (Ex. 1a, p. 135)**    ***Answer key:***  1. float plane  2. dogsled  **Task 2: Choose the correct answer A, B, or C to complete each sentence. (Ex. 1b, p. 135)**  ***Answer key:***  1. C  2. A  3. B  4. A |
| **Activity 3. PRACTICE (15’-IW, PW, GW)**  **\* Aim:**  - To help Ss revise and talk about energy-saving activities.  - To help Ss practise listening for specific information.  **\* Content:**  - Read the list of activities and discuss which ones are energy-saving and which ones are not. Explain your answer.  - Listen and complete each sentence with ONE word.  **\* Product:**  - Suggested answers & answer key  **\* Implementation:** Teacher’s instructions…... | |
| \* Teacher asks Ss to work in groups of 4 to discuss the list of activities and gives the reasons for each.  \*\* Ss do the task in group.  \*\*\* Some groups report their answers, other listen, and comment.  \*\*\*\* Teacher confirms and correct their grammar, pronunciation and spelling. | **SPEAKING**  **Task 3: Read the list of activities and discuss which ones are energy-saving and which ones are not. Explain your answer. (Ex. 2, p. 135)**  **Suggested answers:**  Energy-saving: 1, 3, 4, 5  Not energy-saving: 2 and 6  The focus is on how a student explains his / her answer. |
| \* Teacher asks Ss to read all the questions first, then try to guess the needed information to fill in the blanks. After that, teacher plays the recording twice for Ss to listen  \*\* Ss do the task independently.  \*\*\* Some Ss give their answers.  \*\*\*\* Teacher plays the recording again and confirms the correct answers.  ***Audio script- Track 89***  *Next month, we will hold a meeting to introduce our new product, the flying bike. Most of our customers will be school children and their parents. Here are some of the questions they may ask you.*  *1. There are special lanes for bicycles on land, how about in the air? If you don’t have lanes for them, the bicycles will crash into each other.* | **LISTENING**  **Task 4: Listen and complete each sentence with ONE word. (Ex. 3, p. 135)**  ***Answer key:***  1. flying  2. parents  3. lanes  4. traffic  5. land |
| **Activity 4. APPLICATION (7’-IW, PW, GW)**  **\* Aim:**  - To help Ss practise writing a paragraph describing a future means of transport.  **\* Content:**  **-** Choose one of the future means of transport below. Write a paragraph of about 70 words about it.  **\* Product:** Suggested answers.  **\* Implementation:** | |
| **Teacher’s & Student’s activities** | **Content** |
| \* Teacher asks Ss to look at the picture and choose what means of transport for their writing. Then, teacher has Ss read the suggested information they can include in their description.  \*\* Ss do the task individually in 6-8 minutes.  \*\*\* Some Ss read their writing.  \*\*\*\* Teacher checks grammar, vocabulary, spelling if needed.  **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | **WRITING**  **Task 5: Choose one of the future means of transport below. Write a paragraph of about 70 words about it. (Ex. 4, p. 135)**    **Suggested answer:**  *The bamboo-copter will be a popular means of transport in the future. It’s not very fast, so it’s safe to ride. It’s cheap, and it doesn’t use much energy. Most people can afford it. It’s also convenient because you can go anywhere: in a busy city, to the sea, or to the mountains. The copter is small and can carry only one person, so it doesn’t take up much space. I love it.* |

**Activity 5. WRAP-UP & HOME WORK (2’)**

**\* Aim:** To consolidate what students have learnt in the lesson.; To prepare vocabulary for the next lesson.

**\* Content:** Home assignment.

**\* Product:** Take home assignment.

**\* Implementation:**

- Ask Ss what they have learnt so far. Have them recall the important grammar points, Vocabulary; Pronunciation

**\* HOME WORK**

- Read again the conversation

- Do more exercises in workbook.

- Prepare for the next lesson.

**IV. FEEDBACK:**

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

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