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| **Tiết thứ ....**  **UNIT 6:** **A VISIT TO A SCHOOL**  **Lesson 2: A closer look 1** | | |
| **Class** | **Date of teaching** | **Attendence** |
| 7A | ..../09/2022 |  |
| 7B | ..../09/2022 |  |
| 7C | ..../09/2022 |  |

**I. OBJECTIVES:** By the end of this unit, students will be able to gain the following things:

**1. Knowledge:**

- Use the lexical items related to the topic “School activities”.

- Correctly pronounce words that contain the sounds: /tʃ/ and /dʒ/

**+ Pronunciation:** Correctly pronounce words that contain the sounds: /tʃ/ and /dʒ/

**+ Vocabulary:** Use the words about a visit to a school.

**+ Grammar:**

**2. Competence:**

**a) General competencies:**

- Students will be able to know more words and phrases about a visit to a school.

- 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 Present Simple Tense, some popular verbs of liking.

- Sts can introduce themselves or one another fluently.

**3. Qualities:** The loveof school; The awareness about importance of school; Be ready to talk about the school; Know some daily activities at school.

- 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 activate students’ prior knowledge and vocabulary related to the topic, the targeted vocabulary, and its pronunciation; To lead into the new lesson.  **\* Content:** Play a game: Pass the secret.  **\* Product:** Having a chance to speak English and focus on the topic of the lesson.  **\* Implementation:** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| ***Game: Pass the secret***  \*Teacher explains the game rules:  \*\* Students play in teams. Teacher whispers some school facilities to one member from each team (*school playground, computer room, gym, school library …)*. The students have to pass the secrets to the person next to him/her. The last student of each team says the word out loud. The team finishing more quickly and with more correct answer is the winner.  \*\*\* Students pass the secrets.  \*\*\*\* Teacher confirms the answers and gives feedback. |  |
| **Activity 2. KNOWLEDGE FORMATION (15'- PW, IW)**  **\* Aim:**  - To introduce new words.  **\* Content:** Teach some new words.  **\* Product:** Ss learn how to use them.  **\* Implementation:** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **Vocabulary:**  \* Teacher introduces the vocabulary.  \*\* Teacher introduces the vocabulary by:   * providing the pictures * providing the definition of the words.   \*\*\* Teacher asks students to repeat.  \*\*\*\* Teacher rubs out and checks. | **Vocabulary:**   1. entrance exam 2. facility (n) 3. midterm (n) 4. outdoor (adj) 5. gifted (adj) |
| **Activity 3. PRACTICE (15’-IW, PW, GW)**  \* Aim:  To practice the targeted language and activate the background knowledge.  To help students practice using the phrases related to the topic.  To let students practise asking and answering questions about their school.  To let students practise pronouncing the targeted sounds.  To help students recognise the targeted sounds  **\* Product:** Students’ answers and they can pronounce correctly: **/tʃ/ and /dʒ/**  **\* Implementation:** | |
| **Teacher’s Student’s activities** | **Content** |
| **1. Match the words in columns A and B to form phrases. Then say them aloud.**  \* Teacher asks students to look at the two columns and checks if they understand the meanings of all the words. Remind students that these words/ phrases they are going to learn in upcoming lessons.  \*\* Teacher gets students to do the exercise in individuals.  \*\*\* Ask them to share their answers in pairs before checking the answers as a class.  \*\*\*\* Teacher then encourages students to explain their answers. Correct if necessary.  **2. Complete the sentences with the phrases in 1.**  \* Teacher asks students what KEYWORD is and to pay attention to the KEYWORDS in Ex. 2.  \*\* Teacher asks them to do Ex. 2. Students do the task individually.  \*\*\* Teacher asks students to share their answers in pairs before checking the answers as a class.  \*\*\*\* Teacher then encourages students to explain their answers. Correct if necessary.  **3. Work in pairs. Answer the questions about your school.**  \* Teacher sets the scene, asks some Ss to explain and checks their understanding of their roles and the situations.   1. Who is the most gifted student in your school? 2. When does the first-term test take place? 3. Do you have to take an entrance examination to study at your school? 4. What kind of facilities does your school have? 5. What types of outdoor activities do you like to take part in?   \*\* Then lets some pairs role-play the conversations in front of the class.  \*\*\* Teacher allows students to cross check first.  \*\*\*\* Teacher then checks pronunciation, if necessary.  **Pronunciation: /tʃ/ and /dʒ/**  **4. Listen and repeat the words. What letters can we use to make the /dʒ/ sound?.**  \* Teacher shows a list of words on the screen and asks Ss to listen to the recording.  - Teacher asks them to note down the words they hear in the correct order. Give students a few minutes to look at the words and asks some Ss to repeat.  \*\* Teacher explains the difference between the sounds: /tʃ/ and /dʒ/. Then asks Ss to practice pronouncing words in Ex. 4.   * Teacher plays the recording several times, if necessary, for students to listen and repeat the words.   \*\*\* Teacher allows students to cross check first.  \*\*\*\* Teacher then checks pronunciation and gives feedback, if necessary.  **5. Listen and practice the sentences**  \* Teacher plays the recording twice.  \*\* Students practice the chant in pairs or groups.  \*\*\* Teacher goes around to offer help or correct pronunciation, if necessary.  \*\*\*\* Teacher calls some students to say the sentences in front of the class. Check their pronunciation if necessary. | **1. Match the words in columns A and B to form phrases. Then say them aloud.**  ***Answer key:***  1. d  2. c  3. b  4. e  5. a  **2. Complete the sentences with the phrases in 1.**  ***Answer key:***  1. gifted students  2. mid-term test  3. outdoor activities  4. school facilities  5. entrance examination  **3. Work in pairs. Answer the questions about your school.**  **1.** Lan Anh is the most gifted student in my school.  **2.** The first-term test takes place in December.  **3.** No, I don’t.  **4.** My school has Science Laboratories, a library, computer room,...  **5.** I like taking part in camping.    **Pronunciation: /tʃ/ and /dʒ/**  **4. Listen and repeat the words. What letters can we use to make the /dʒ/ sound?.**   |  |  | | --- | --- | | **/tʃ/** | **/dʒ/** | | **cherry**  **cheaper**  **children**  **lunch**  **teacher** | **jam**  **gym**  **juice**  **large**  **project**  **intelligent** |   **\* Keys:**   |  |  | | --- | --- | | **/tʃ/** | **/dʒ/** | | **ch**erry /ˈ**tʃ**er.i/  **ch**eaper /**tʃ**iːpər/  **ch**ildren /ˈ**tʃ**ɪl.drən/  lun**ch**/lʌn**tʃ**/tea**ch**er /ˈtiː.**tʃ**ər/ | **j**am /**dʒ**æm/  **g**ym /**dʒ**ɪm/  **j**uice /**dʒ**uːs/  lar**g**e /lɑː**dʒ**/  pro**j**ect /ˈprɒ**dʒ**.ek/   intelli**g**ent  /ɪnˈtel.ɪ.**dʒ**ənt/ |   **5. Listen and practice the sentences**   |  |  | | --- | --- | | **/tʃ/** | **/dʒ/** | | **ch**ildren /ˈ**tʃ**ɪl.drən  **ch**icken /**ˈtʃ**ɪk.ɪn/: **ch**op /**tʃ**ɒp/: | oran**g**e /ˈɒr.ɪn**dʒ**/:  **j**uice /**dʒ**uːs/:  **J**ohn /ˈ**dʒ**ɒn/ | |
| **Activity 4. APPLICATION (7’-IW, PW, GW)**  **\* Aim:**  - To test students' quick reaction to the targeted sounds.  **\* Content:** Practise /tʃ/ and /dʒ/.*.*  **\* Product:** Pronounce correctly: **/tʃ/ and /dʒ/**  **\* Implementation:** Teacher’s instructions | |
| **Game: “Up and down”**  \*Teacher explains the rules:  *Teacher says 1-15 words containing the sound /tʃ/ and /dʒ/. Students stand up for the ones with the /tʃ/ sound, sit down for /dʒ/ sound.*  \*\* Students play the game in teams.  \*\*\* Teacher helps students in the game.  \*\*\*\* Teacher gives feedback.  **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | **\* Home assignment**  - Find some more words with the sounds /tʃ/ and /dʒ/.  - To prepare vocabulary for the next lesson: A closer look 2. |

**V. FEEDBACK:**

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

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

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