Teaching date: 7A……
7B…….

Period 1:
INTRODUCE THE SUBJECT, THE PROGRAM AND REVIEW

I. Objectives: By the end of the lesson, Ss will be able to:
-Know about the basic content of English 7.
-Know about the feature of subject to have best effect.
1. Knowledge:
- Understand the way of using English in the class. Have a knowledge about country, people and culture of speaking English countries.
- Tenses: Present simple, present progressive, Be going to +V.inf .
2. Competences: Linguistic competence, cooperative learning and communicative competence
3. Qualities: Love the English subject and use it regularly. Proud of the culture and mother tongue.
II. TEACHING AIDS:
1. Materials: Text book
2. Equipment: computer accessed to the Internet, projector
III. Procedure :
1. Check old lesson: No checking
2. New lesson

Teacher's and Students' activities	**Contents**
Activity 1. Warm up **Goal:** Help students remember some activities in the summer and know about the subjects and the program.	
T asks Ss some questions, *? What do you do in the summer* (play soccer, play games,….) *? How often do you play soccer* *? Do you often help your parents with the housework* Ss answer T introduces the subject and the program	
Activity 2. Presentation **Goal:** Ss can review present simple, present progressive, be going to +V.inf .	
T asks ss about the form and use of the present simple, progressive and the future be going to.	**1. The present simple tense:** * *Form:* **To be:** am, is, are +) S+ V(s, es) Ex: I go to school everyday -) S+ do/ does + not + V.inf

Ss recall the knowledge of present simple tense, present progressive, be going to. Ss copy T asks Ss to give some examples of the present simple, progressive and the future be going to. Ss give some examples	(do not = don't/ does not = doesn't) Ex: She doesn't play volleyball in the morning ?) Do/ does + S+ V.inf? Yes, S + do/does. No, S + don't/ doesn't Ex: Do you walk to school every day? Yes, I do/ No, I don't. Wh- question: Wh + do/does + S + Vinf? Ex: What do you do in the weekend? **2. The present progressive tense:** * *Form*: +) S + am/ is/are + V.ing -) S + am/is/are + not + V.ing ?) Am/is/are + S + V.ing? Yes, S + am/ is/ are. No, S +am not /isn't/ aren't. Wh-question: Wh +am/is /are + S + V.ing? * *Use:* Express an action which is happening at the moment, often go with "now", "at the moment" Ex: I am watching TV now. **3. Be going to +Vinf:** * *Form*: +) S + am/ is/are + going to +V.inf -) S + am/is/are + not + going to + V.inf. ?) Am/is/are + S + going to +Vinf? Yes, S + am/is/are No, S +am not /isn't/aren't Wh-question: Wh +am/is/are + S + going to + V.inf? * *Use:* Express an action which happen surely in the future Ex: She is going to visit Ha Long Bay next summer.
Activity 3. Practice **Goal:** Students can understand the form of tenses to do exercise	
T asks Ss to do exercise 1. Ss practice. - T comments and gives the correct answers	**4. Exercise:** Give the correct form of verbs. 1. She (play)……. chess in the evening 2. Now we (cook)…….. dinner

	3. They (not do)……. their homework on Sunday evenings 4. He (ride)……. his bicycle to school every morning 5. Where……..you (go)…… at the moment? 6. Nam (stay) …… in Hue next weekend ***Answer:** 1. plays 4. rides 2. are cooking 5. are…going 3. don't do 6. is going to stay

**** Home work***

- Prepare for the next lesson: Unit 1: My hobbies.

Teaching date: 7A…….
7B…….

UNIT 1: My hobbies

Period 2: Getting started- My favourite hobby

I. Objectives: By the end of the lesson, Ss will be able to listen and read for information about the topic "My favourite hobby", know some activities about the hobbies, practice asking and answering with: Do you like + V.ing..?,

1. Knowlegdes:

a. Vocabulary: Hobbies lexical items

b. Grammar: like + V-ing

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

3. Qualities: Students love talking about some hobbies.

II. Teaching aids:

1. Materials: Text book, plan

2. Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedures:

1. Checkup attendance.

2. Checkup the old lesson

3. New lesson

Teacher's and students' activities	**Contents**
Activity 1. Warm up	
Goal: To attract S's attention to the lesson and lead in the new lesson.	

T asks Ss some questions what they like doing for pleasure in their free time. Ss answer the questions. 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? ***HOBBIES***
Activity 2. Presentation **Goal:** Ss can know the meaning of the idoms and understand the conversation and do part a,b.	
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 ? T lets them listen to the dialogue. Ss read the dialogue in groups. 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... T asks students to work independently, read the conversation again and decide if they are true or false. Ss share the answers with a partner. Ss write the answers on the board. T corrects. T asks them to discuss and answer the questions about the dialogue in pairs. Ss practice in pairs.	**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. ***a. 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 ***b. Answer the following questions.*** **Key** 1. She receives dolls on special occasions. 2. No, they aren't.
T calls some students to the board and write their answers. T corrects.	3. She keeps them after using them. 4. No, she doesn't. 5. No, he hasn't.

Activity 3. Practice

Goal: Ss can understand the conversation and practice some activities about the hobbies, practice asking and answering with: Do you like + V.ing..?.

T asks Ss listen to the recording and repeat the words/ phrases. T has some students practise the words/ phrases.	***2. Listen and repeat.***
T asks Ss work individually to match the words/ phrases from 2 with the pictures. Have them compare the answers with a partner T asks for Ss' answers T gives feedback and confirm the correct answers.	***3. Matching.*** ***Keys*** 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
T asks Ss to discuss the hobbies in part 3 are cheap, expensive, easy or dificult and then complete the table. Ss work in pairs Eg: S1: Do you think cycling is cheap or expensive? S2: I think cycling is cheap.	***4. Work in pairs and complete the table.***

Cheap hobbies	*Expensive hobbies*	*Easy hobbies*	*Difficult hobbies*
-cycling			

T set a time 5 minutes for Ss to do this activity. T asks Ss to go around the class and ask some Ss about their hobbies. Use the question: "Do you like...?" Ss practice	Example: Tuan: Do you like gardening, Hoa ? Hoa: No, I don't Tuan: Do you like cycling, Lien? Lien: Yes, I do.
T asks Ss to read loud his or her friend's hobby.	Eg: Hoa doesn't like gardening. Lien likes cycling.

Activity 4. Further practice

Goal: Ss can review the vocabularies by playing game

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.

**** Homework.***

- Do exercise in workbook: A2 (p.3), B3, 5 (P.4,5) .
- Learn by heart the words/ phrases about hobbies.
- Prepare for the next lesson: A closer look 1.

Teaching date:7A……..
7B……

UNIT 1: My hobbies
Period 3: A closer look 1

I. Objectives: By the end of the lesson, Ss will be able to use lexical items related to hobbies. Pronounce the sounds / ə / and / ɜ :/ in context.
1. Knowlegdes:
a. Vocabulary: Hobbies, Action verbs
b. Grammar: The simple present, the future simple, review Verbs of liking + V-ing.
c. Pronunciation: the sounds / ə / and / ɜ :/
2. Competences: Linguistic competence, cooperative learning and communicative competence
3. Qualities: Students love talking about some hobbies.
II. Teaching aids:
1. Materials: Text book, plan
2. Equipment: computer accessed to the Internet, projector, loudspeaker
III. Procedure
1. Checkup attendance.
2. Checkup the old lesson
3. New lesson

Teacher's and students' activities	**Contents**
Activity 1. Warm up. **Goal:** To warm up the class and lead in the lesson.	
T asks Ss some questions about the hobbies Ss answer the questions	**Eg:** What is your favorite hobby?
T introduces the lesson	
Activity 2. Presentation **Goal:** Ss can pronounce correctly the sounds / ə / and / ɜ :/ isolation and in context	

Ex 5: -Have some Ss read out the words first. -Play the recording. -Ss listen and tick the words they hear. -Repeat the words.	**Ex 5: Listen and tick the words you aear. Repeat the words.**

bird-watching	√ answer
√ away	√ neighbour
√ burn	singer
√ hurt	√ heard
√ Birth	√ common

Ex6: -T asks students to listen to the tape and then put the words in the correct column. -Ss compare their answers with the whole class. -T corrects.	**Ex 6: Listen again and put the words in the correct column.**

/ ə /	/ ɜ :/
away answer neighbour common	burn birth hurt heard

Ex 7: *-Ss do individually.* *-Compare and check their answers.* *Say the words that has* ə / or / ɜ :/.	**Ex 7: Listen to the sentences and tick / ə / or / ɜ :/. Practise the sentences.**

1	√	
2	√	
3		√
4	√	

Activity 3. Practice.

Goal: Review some words and phrases about the hobbies and structure: Do you like V-ing....? Know how to use action verbs and hobbies in the sentences.

T asks Ss to match the correct verbs with the hobbies. (T prepares cards) Ss match the correct verbs with the hobbies.	**1.Matching**

A	B
1.go	a. TV
2. play	b. the piano
3. collect	c. camping
4. take	d. photos
5. watch	e. flowers
6. arrange	f. gynastics
7. do	g. bottles

	8. Listen | h. to music
T asks Ss to practice in pairs on the board. Use the question: "Do you like V-ing....?" Eg: S1: Do you like watching TV? S2: Yes, I do	●**Keys** 1.c 2. b 3. g 4. d 5. a 6. e 7. f 8. h
T reminds them that a action verb stand after subject, a hobby stands after some verbs such as like, love, enjoy… or can be subject. T has Ss read all the sentences carefully to make sure they understand the sentences. Then complete the sentences. Ss share their answers. Ss write the correct answers on the board. T corrects	**2. Fill in each blank in the sentences with one hobby or one action verb from the box below.** ***Keys** 1.Swimming, swim 2.Listen, listening to music 3.Plant, gardening 4.Catch, fishing 5.Painting, paints
T explains: - A keyword helps you understand a text quickly, and it is usually a noun, verb, adjective or adverb. **+ Groupwork** - Devide the class into groups . - Each group will write words on the card.The group with the most words is the winner. - Time: 3 minutes	**3. Do you know what a keyword is? Look out! (Page 12)** **Hobby** | **Keywords** Listening to music | Melody, songs, headphones, noise..... gardening | Trees, flowers, garden... fishing | Lake, pond, catch, fish… painting | Creative, colours, artist… swimming | Pool, fun, keep fit, swim...
Activity 4. Further practice **Goal:** Ss can talk words about hobby.	
T explains the way to play. - Work in group. - Each student thinks of a hobby and says keywords out loud.	**4. Game:** ***Eg:*** *A: water, grow, flowers,vegetable.* *B: Is it gardening ?*

- The rest of the group tries to guess: What the hobby is..? -- The student with the most points is the winner.	*A: Yes, it is.*

**** Homework***

- Do exercise in workbook: A1 P3, B1,2 P4
- Prepare for the next lesson: A closer look 2

Teaching date:7A……
7B……..

UNIT 1: My hobbies

Period 4: A closer look 2

I. Objectives: By the end of the lesson, Ss will be able to use the present simple, the future simple and verbs of liking + V-ing correctly and appropriately.

1. Knowlegdes:

a. Vocabulary: Hobbies, Action verbs

b. Grammar:

- Present simple tense.
- Future simple tense
- Verbs of liking + Ving

2. Competences: Linguistic competence, cooperative learning and communicative competence.

3. Qualities: Students love talking about some hobbies.

II. Teaching aids:

1. Materials: Text book, plan

2. Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedure

1. Checkup attendance.

2. Checkup the old lesson

- T ask ss to write the new words in previous lesson.

3. New lesson

Teacher's & Students' activities	**Contents**
Activity 1. Warm up **Goal:** Review some hobbies.	
- Call 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. Eg: A: water, grow,flowers,vegetable. B: Is it gardening ? A: Yes, it is.	
Activity 2. Presentation **Goal: Ss** review the form and the uses of two tenses : The present simple and the future simple and do exercises	
-Tasks 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. - Have Ss read the Look out ! Box. - May call some students to make sentences with the verbs of liking. **Ex1:** - Ss do exercise individually. - Compare their answers. - Check the answers and write the correct answers on the board. ***Ex2:*** - Ask 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 - Work in pairs - Check the answers and write the correct answers on the board.	***1. Grammar:*** ***1.The present simple and the future simple*** a. The present simple +) S+ V.(s, es) b. The future simple +) S+ will + V ***2. Verbs of liking + Ving*** * Look out ! (In Studentbook) ***Like, love, enjoy hate + Ving*** **Ex1: 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 **Ex2: 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
Ex 3: - Ss work in groups - 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.	**Exercise 3:** **a**. Work in groups. b. Write a report about what you have found out.
Activity 3. Practice **Goal:** Ss can understand the form: Verbs of liking + Ving to do exercise	
Ex4: - Ss do the exercise individually, then compare their answers with a classmate - Call some Ss to read out the answers **Ex5:** - T has Ss read the example and explain the way to do this activity. Ss write sentences using the pictures as clues. - Call some students to write their sentences on the board.Check and comment on Ss' sentences.	***Ex 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*** **Ex 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.
Activity 4. Further practice **Goal:** Ss can talk what each member in their family like or dislike doing	
Ex6: - Ss do this exercise individually, then compare their sentences with a classmate. - Call on some Ss to write their sentences on the board.Ask other Ss for theircomments.	**Ex 6: What does each member in your family like or not like doing?** Write sentences. 1, My father likes... 2, My father hates...
- T corrects any mistakes.	

**** Homework***

- Do exercise B4, B6 in the Workbook.
- Prepare for the next lesson: Communication

Teaching date:7A……
7B…….

UNIT 1: My hobbies
Period 5: Communication

I. Objectives: By the end of the lesson, Ss will be able to describe and give opinions about hobbies.
1.Knowlegdes:
a. Vocabulary: Hobbies, Action verbs
b. Grammar: The simple present, the future simple, review Verbs of liking + V-ing.
2. Competences: Linguistic competence, cooperative learning and communicative competence.
3. Qualities:- Students love talking about the activities in free time.
II. TEACHING AIDS:
1. Materials: Text book, plan
2. Equipment: computer accessed to the Internet, projector, loudspeaker
III. Procedure
1. Checkup attendance.
2. Checkup the old lesson.
- Ask ss to say about their hobbies
3. New lesson

Teacher's & Students' activities	**The contents**
Activity 1.Warm up **Goal:** Answer some questions related to the lesson.	
T asks some questions. Ss answer the questions T introduces the lesson	***Question** + What would you like to do in your free time ? + What does your father do in his free time ? + What does he like doing or hate doing ?
Activity 2. Presentation **Goal:** Ss can know the meaning and the use of vocabularies related to the topic: My hobbies and do exercises.	
T teaches new words	***1. Extra vocabulary***

Ss copy and read **Ex1:** - Ss do this exercise individually and match the activities with the pictures. -T corrects the answers.	- 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. ***2. Exercise.*** **Ex1: Match the activities with the pictures.** **Key** A.carving wood B.making models C.ice-skating D.dancing E.making pottery.
Activity 3. Practice **Goal:** Help students understandthe structure Find + doing + sth + adj. or think (that) + doing sth + is + adj then do exercises.	
Ex 2: - T has the Ss look at Look out! Box. Write some example sentences on the board and underline the two structures. - Ss work individually and tick the appropriate boxes.Then, complete the sentences below by writing one reason to explain your choice. - T models the first sentence. - Ss compare their sentences with a partner. -Ask some students to write their sentences on the board. - Other Ss and T give comments.	**Ex 2: Tick the boxes.Then , complete the sentences.** E.g: I find swimming interesting Find + doing + sth + adj. or think (that) + doing sth + is + adj. Key: 1. I find making pottery **boring** because **it is difficult**. 2. I think dancing is boringbecause ……. 3. I find ice-skating is interesting because …… 4. I think making models is interesting because …
	2. I find carving wood is boring because …

Activity 4. Further practice **Goal:** Ss can interview a classmate about the hobbies	
Ex3: - Ss work in pairs to make conversations as in the example - Ss take turns being the person who asks the questions. This St has to note down his/her partner's answers to report to the class - Some Ss report the answers to the class.	***3 Game*** Now, interview a classmate about the hobbies in 1. Take notes and present your partner's answers to the class. You: What do you think about making pottery?/ How do you find 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.

*** Homework.**
- Do exercise: C1,2 in the workbook.
- Prepare for the next lesson: Skills 1

Teaching date:7A……..
7B……..

UNIT 1: My hobbies
Period 6: Skills 1

I. Objectives: By the end of the lesson students will be able to :
- Read for specific information about unusual hobbies
- Talk and share about their hobbies

1. Knowlegdes:
a. Vocabulary: Hobbies, Action verbs
b. Grammar: The simple present, the future simple, review Verbs of liking + V-ing.
2. Competences: Linguistic competence, cooperative learning and communicative competence.
3. Qualities: Students love talking about some hobbies.
II. Teaching aids:
1. Materials: Text book**.**
2. Equipment: computer accessed to the Internet, projector
III. Procedure
1. Checkup attendance.

2. Checkup the old lesson

- T: Call pupils to go to the black board and give them some question:
- Ss: Answer the teacher's question.

3. New lesson

Teacher's & Students' activities	**Contents**
Activity 1. Warm up **Goal:** Ask and answer some questions about hobby .	
T asks some questions: Ss answer the question T introduces the lesson	*** Question** - Do you like making pottery ? Why? - Do you like carving wood? Why? - Do you want to carve eggshells?
Activity 2. Presentation **Goal:** Ss can understand the text and know some vocabulary words related to the topic: My hobbies, then do exercises	
- Ss work in pairs. They look at the pictures and answer the three questions. - Elicit the answers from Ss and quickly write them on the board. -T gives some new words.	**1. Reading:** ***Ex 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. **** New words:*** - Eggshell: vỏ trứng - Carve :trạm khắc - Fragile: mong manh - Art gallery : phòng trưng bày nghệ thuật. - Unique : độc đáo. - Gift: quà
- Ss read the text again and answer the questions individually and then compare their answers with a classmate. - T corrects.	***Ex 2: Read the text and answer the questions.***

- Ss complete the sentences. - 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.	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. ***Ex 3: Read the sentences below….*** 1. carving eggshells. 2. the Us 3. the internet 4. time 5. gifts.
Activity 3. Practice **Goal:** Discuss other uses of these pieces of art and talk about their hobbies.	
- Ss work in pairs to discuss the uses of carved eggshells. Encourage Ss to think creatively. - Ss work in groups and take turns talking about their hobbies. They vote for the most exciting hobby. - T calls on some Ss to talk about the most exciting hobby of their group. - T comments the sentences. - T asks Ss to take turn to talk about the hobbies .	***Ex 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. Share your ideas with the class.*** Some uses: decorations at home, sourvenirs, lights (with bigger eggs).. **Ex 5: Work in groups. Take turns…** Eg: 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.
Activity 4. Further practice **Goal:** Ss can ask and answer about hobbies	
T asks Ss to work in pairs asking and answering the question about hobbies Ss work in pairs T corrects	- Ss asks and answer the question: S1: What is your hobby? S2: My hobby is ….

*** Homework.**

- Do exercise: D 1,2,3 workbook
- Prepare for the next lesson: Skills 2

Teaching date:7A……..
7B……..

UNIT 1: My hobbies
Period 7: Skills 2

I. Objectives: By the end of the lesson, Ss will be able to:
- Listen to general and specific information about an unusual hobby.
- Write about hobbies.
1. Knowlegdes:
a. Vocabulary: Hobbies, Action verbs
b. Grammar: The simple present, the future simple, review Verbs of liking + V-ing.
2. Competences: Linguistic competence, cooperative learning and communicative competence.
3. Qualities: Students love talking about some hobbies.
II. Teaching aids:
1. Materials: Text book**.**
2. Equipment: computer accessed to the Internet, projector, loudspeaker
III. Procedure:
1. Checkup attendance.
2. Checkup the old lesson.
3. New lesson

Teacher's & Students' activities	***Contents***
Activity 1. Warm up **Goal:** Ask and answer some questions about hobby.	
**** Chatting:*** - What do you do with bottles, cans, tins after using ? - Do you know anything about collecting glass bottles? - Do you think it is a good hobby? Why ?	
Activity 2. Presentation. **Goal:** Ss can understand an interview about hobbies and complete each blank in the word web with no more than three words.	

**** Pre- listening:*** -T explains the way to listen to Mi's hobby and asks them to guess and complete the word 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? **** While – listening.*** - You are going to listen an interview about Mi's hobby 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. - T corrects. **** Post - listening.*** -Tasks students to talk about Mi'hobby. Eg: Her hobby is collecting glass bottles...	1.***Listening*** **** Listen and complete.*** 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.
Activity 3. Practice **Goal:** Ss can write a paragraph about your classmate's hobby.	
-T asks students to practice in pairs to completethe word web. -Ss ask and answer in pairs to complete the word web. - Ss 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.	***2. Writing*** **** Questions:*** + What is your hobby ? + When did you start the hobby ? + Who shares the hobby with you ? + To do this hobby what do you have to ? + How do you feel about the hobby? + Do you intend to continue your hobby in the future ? *** Write a paragraph about your classmate's hobby.** **Eg:** Hoa is my classmate. Her hobby is collecting glass bottles. She started the hobby a year ago....
- T collects some writings to correct at home.	

Activity 4. Further practice **Goal:** Ss can talk about their hobby	
T asks Ss to talk about their hobby Ss talk T corrects	

*** Homework.**
- Do exercise: E1,2 in workbook.
- Prepare for the next lesson: Looking back & project.

Teaching date 7A:……
7B:…….
UNIT 1: My hobbies
Period 8: Looking back & Project

I. Objectives: By the end of the lesson, Ss will be able to:
- Review vocabulary, grammar they have learnt in this unit.
- Practice communication and do project.

1. Knowlegdes:
a. Vocabulary: Hobbies, Action verbs
b. Grammar: The simple present, the future simple, review Verbs of liking + V-ing.
2. Competences: Linguistic competence, cooperative learning and communicative competence.
3. Qualities: Students love talking about some hobbies.
II. Teaching aids:
1. Materials: textbook, plan
2. Equipment: computer accessed to the Internet, projector, loudspeaker
III. Procedure
1. Checkup attendance.
2. Checkup the old lesson.
3. New lesson

Teacher's & Students' activities	**Contents**
Activity 1. Warm up **Goal:** To warm up the class	
T asks Ss to talk about an unusual hobby Ss talk T corrects	
Activity 2. Presentation **Goal:** Review vocabulary to do exercises.	
Ex1:	**1. Vocabulary.**

- Ss do this activity individually then compare their answers with a partner. - T checks and confirms the correct answers. - Then Ss read their sentences out loud for other Ss in the class to guess the hobby. **Ex2:** - Ss do this activity individually then compare their answers with a partner. - T checks and confirms the correct answers. **Ex3:** - Ss do this activity in pairs. - T allows them 5 minutes to add as many hobbies to the table as possible. It can be a competition. The pair with the most hobbies wins and goes to the board to write down their answers. - Ss give feedback.	***Ex 1: Complete the sentences with appropriate hobbies.*** ***Key*** 1. collecting 2. bird-watching 3. playing board games 4. arranging flowers 5. Making pottery 6. dancimg ***Ex 2: Put one of the verbs from the box in each blank. Use the correct form of the verb.*** 1. listens 2. go 3. plays 4. read 5. do 6. collect ***Ex 3: Add hobbies to each of the following lists.*** * 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.
Activity 3. Practice **Goal:** Use the present simple or future simple form of each verb to do exercises.	
Ex 4: - Ss do this exercise individually then compare their answers with a partner. - T calls on some Ss to give the answers. - T confirms the correct answers and write them on the board. **Ex 5:** - Ss do this exercise individually then compare their sentences with a partner. – - Call on some Ss write their sentences on the board. - T gives feedback.	**2. Grammar** ***Ex 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. ***Ex5: Write true sentences about yourself.*** ***Key*:** 1. I like … 2. I enjoy…

	3. I love… 4. I don't like… 5. I hate…
Activity 4. Further practice **Goal:** Ss can role - play to interview the other about his/her hobby and understand four instructions in the book to do project.	
Ex6: - Ss work in pairs. One student interviews the other about his/her hobby. - Ask some pairsto act out the interview in front of the class.Vote for the best interview. - 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. - Ask Ss to read the four instructions in the book. - Ss work in group to do the project.	**3. Communication** ***Ex 6: Role- play*** **4. Project** Hobby collage.

*** Homework.**
- Review Unit 1.
- Prepare for the next lesson: Unit 2: Getting started

Teaching date 7A:……
7B:…….

UNIT 2: HEALTH
Period 9: Getting Started

I. Objectives: By the end of the lesson, Ss will be able to:
- Talk about health issues and give advice on healthy living.
- Use "have a/ an; feel" to talk about health problems.

1. Knowlegdes:
a. Vocabulary: health problem and health tips
b. Grammar: Imperative with more and less; Compound sentences
2. Competences: Linguistic competence, cooperative learning and communicative competence.

3. Qualities: Students aware of the importance of staying their health and know the way to protect their health.

II. Teaching aids:

1. Materials: textbook, plan

2. Equipment: computer accessed to the Internet, projector, loudspeaker.

III. Procedure

1. Checkup attendance.

2. Checkup the old lesson

3. New lesson

Teacher's & Students' activities	**Contents**
Activity 1. Warm up **Goal:** Give some words related to the topic: Health.	
**** Brainstorming:*** - T writes the word 'HEALTH' on the board. - T askes Ss to call out words related to health. - Ss can brainstorm words related to list.	**Strong** **sick**
Activity 2. Presentation **Goal:** Ss can understand the dialogue and do exercises.	
-T asks students to look at the picture and answer the question: + 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 dialogue and has the Ss follow along. Ss may track the dialogue with their fingers as they listen to the recording. - T elicits some new words.	**1. 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

- T asks them to listen to the tape and do exercise. a.T asks Ss to complete the task individually .T checks. b.T asks Ss to read the conversation again and complete the table. - Ss work in pairs. - T corrects the exercise by asking Ss to tick the correct column.	- spots (n): mụn nhọt - allergy (n): dị ứng **Ex 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. Phong2. Phong 3. Nick 4. Nick5. Phong
Activity 3. Practice **Goal:** SS can know about health problems and give advice on healthy living.	
- T asks Ss to look at the pictures. As a class Sscan call out which word they think matches each picture. - T asks Ss to write the words below each picture. - 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. - T asks Ss to complete the matching activity individually and corrects the activity as a class.	**2. Listen** **Ex2: a) Match the health issuses in the box with the pictures. Then listen and repeat.** 1. e 2. f 3. d 4. c 5. b 6. a **b. Which problems do you think are the most common with your classmates?** 1, Flu 2,…. 3,….. **Ex 3: Now look at the advice. The people have the wrong advice. Can you matchthe correct advice with each person.** 1. c 2. d 3. e 4.b 5.a

T asks Ss to work in pairs Ss work in pairs	
Activity 4. Further Practice **Goal:** Ss can practise about real situation about healthy	
Game T makes cards with problems and advice.T divided the class in to two groups and gives one group "problem " cards and one group "advice " cards. T asks them 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.	**Ex 4: Game** E.g: A: I have spots. B: Oh, I'm sorry. My advice is " Wear a sun hat"/ Yes! My advice is " Wash your face regularly."

*** Homework.**
- Do exercises in workbook.
- Prepare for the next lesson: A closer look 1.

Teaching date 7A:……
7B:…….

UNIT 2: HEALTH
Period 10: A closer look 1

I. 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. Knowlegdes:
a. Vocabulary: health problem and health tips
b. Pronunciation: */f/ - /v/*
2. Competences: Linguistic competence, cooperative learning and communicative competence.
3. Qualities: Students aware of the importance of staying their health and know the way to protect their health.
II. Teaching aids:
1. Materials: Text book, plan
2. Equipment: computer accessed to the Internet, projector, loudspeaker
III. Procedure
1. Checkup attendance.
2. Checkup the old lesson.
- T asks Ss go to the board to write new words in the previous lesson.

3. New lesson

Teacher's & Students' activities	Contents
Activity 1.Warm up **Goal:** Review health issues and advice on health living.	
T divides the class in to two groups and each group gives "problem" and other group gives "advice" Eg: G1: I have spots. G2: Yes! My advice is "Wash your face regularly"	***Game**
Activity 2. Presentation **Goal:** Ss can pronounce the sounds /f/ and /v/ correctly.	
- T may want to start by drilling the sounds /f/ and /v/ and asking Ss to think of any words they know with these souns in them. - Ss can write ideas on the board. Then, T says the words in 5 and asks the Ss to repeat. - T plays the recording and has Ss circle the words they hear. T may play the recording as many times as necessary. - T asks Ss to listen to the sentences once and repeat. - Ss circle the words with /f/ or /v/ sounds. - T has Ss listen to the recording again and gives the correct answers to the entire class.	**I. Pronunciation** ***Ex 5: Listen and circle the words you hear.*** ***Key*** 1. fat 2. ferry3. vas 4. vault5. save6. leave ***Ex 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
Activity 3. Practice **Goal:** Ss can use lexical items related to health issues and advice on healthy living to do exerise.	

-T gives new words and explains them by the active. -T gives each of the different health problems. Eg: I have stomachache. -T asks students to practice each of the different health problems by the active. For Example: ‘ I have a cough’ (Ss pretend to cough) - T explains the noun ‘patient’ to make sure that Ss are familiar with it. - T asks Ss to do the exercise individually. -T corrects the exercise as a class. - T asks Ss to complete the exercise individually. T corrects the exercise as a class. -T asks one student to come to the front of the class. -T models the role- play in the book with the student. - Ss come to the front of the class.	**II. Vocabulary:** **Have a/ an:** cough, headache, sorethroat, temprature, an allergy, a spot, (a) sunburn, a sickness….. **Have:** (the) flu, stomachache, toothache, earache, spots…… **Feel**: sick, tired, weak,…… ***Ex 1: Look at the pictures. Write the problem below the picture of each patient.*** 1. Flu2. Sunburn 3. Allergy4. Tired/Weak ***Ex 2: Now, read the doctor’s notes about his patients and fill in the missing words.*** 1. (a) sunburn 2. the flu 3. tired, temperature 4.sick, stomachache 5. sore throat ***Ex 3: Role-play the meeting with the doctor.***

- Ss practice their role-plays. 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?*	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.
Activity 4. Further practice **Goal:** Ss can give a problem and advice about health	
- T asks four Ss to model the example convesation. 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.	***Ex 4: Choose a health problem. Work in groups. Tell your group about the last time you had that problem.*** E.g: 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.

**** Homework***
- Do exercises in workbook.
- Prepare for the next lesson: A closer look 2.

Teaching date 7A:……
7B:…….

UNIT 2: HEALTH
Period 11: A closer look 2

I. Objectives: By the end of the lesson, Ss will be able to:
- Use imperatives with *more* and *less*.
- Form compound sentences and use them correctly.

1. Knowlegdes:
a. Vocabulary: health problem and health tips
b. Grammar: Imperative with *more* and *less*; Compound sentences
2. Competences: Linguistic competence, cooperative learning and communicative competence.
3. Qualities: Students aware of the importance of staying their health and know the way to protect their health.
II. Teaching aids:
1. Materials: Text book, plan

2. Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedure

1. Checkup attendance.

2. Checkup the old lesson.

- Teacher asks students some questions about the exercise in the workbook

3. New lesson.

Teacher's & Students' activities	**Contents**
Activity 1. Warm up **Goal:** Do some simple classroom commands.	
-T asks students to do some simple classroom commands. *Eg:* Stand up, sit down, raise your hand, Open your book, close your book... -Ss do the commend as the T says it.	
Activity 2. Presentation. **Goal:** Ss can understand how to use Imperatives with more and less to do exercises.	
- T gives some example and explains to chidren about the imperative. -T gives the use: We can use the imperative for direct commands, orders or suggestions. - T asks sts to read the imperative in the yellow box. -T checks the Ss comprehension by asking 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? ***Ex 1:*** - T asks Ss to look at the four pictures. - T asks some questions about pictures. - T asks them to give advice to each person in the picture.	**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. ***Ex 1: Look at the pictures. Which advice would you give to each of these people? Use the imperatives with more or less above.*** *Suggested answers:* a. sleep more

Ex2: - T asks Ss to look at the yellow Grammar Box again. -T asks Ss to think about 6 most important advice to teens. ***Ex 3:*** T asks Ss to read through the *Teen Health Website* individually and complete the headings.	b. Spend less time playing computure games c. do more exercise d. sunbathe less ***Ex 2: Top Health Tips for Teens*** Ss' ideas. ***Ex 3:Fill in the blanks to complete their top six health tips.*** 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.
Activity 3. Practice **Goal:** Ss can understand the form compound sentences and use them correctly.	
**** Compound sentences.*** - T explains the ways to use the conjunction and gives example. - T writes AND, OR, BUT, and SO on the board. T asks Ss what these words are called. - Ss conjunction (Ss may answer in English or Vietnamese). **Ex4:** - T asks Ss to complete the exercise individually. - Ss complete sentences. T corrects the exercise with the class.	***2. Compound sentences.*** ***Conjunction (liên từ):*** and, or, but, so. Eg: I like fish and chicken. ***4. Make compound sentences*** 1. **Key** 1. I want to eat some food, but I have a sore throat. 2. The Japanese eat healthily, 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.

Ex5: -T asks Ss to complete the exercise individually. -T corrects the exercise as a class. Ex6: - T asks Ss to read the quotes aloud. T asks comprehension questions to make sure that Ss understand the vocabulary. -T asks Ss to dicuss the similarities and differences of quotes. For less able classes, T may want to lead the conversation as a class. T may ask Ss if they can think of any Vietnamese proverbs with a similar meaning.	***Ex 5: Match the beginnings of the sentences with the picture that complete them.*** **Key** 1. a2.c3.a4.b ***Ex 6. Now, complete the second part of the compound sentences.*** 1, so he doesn't have flu. 2. , and he doesn't do exercise. 3. , or she should try to relax more. 4. , she does exercise, too.
Activity 4. Further Practice **Goal:** Ss can make sentences with real situations	
T asks Ss to make sentences with real situations Ss make sentences with real situations T correct the mistakes	

**** Homework.***
- Do exercises in the Workbook.
- Prepare for the next lesson: Communication.

Teaching date 7A:……
7B:…….

UNIT 2: HEALTH
Period 12: Communication

I. Objectives: By the end of the lesson, Ss will be able to talk about health facts or myths.
1. Knowlegdes:
a. Vocabulary: health problem and health tips
b. Grammar: Imperative with *more* and *less*; Compound sentences

2. Competences: Linguistic competence, cooperative learning and communicative competence.

3. Qualities: Students aware of the importance of staying their health and know the way to protect their health.

II. Teaching aids:

1. Materials: Text book, plan

2. Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedure

1. Checkup attendance.

2. Checkup the old lesson.

- Teacher asks students some questions about the exercise in the workbook

3. New lesson.

Students' and teacher's activities	**Contents**
Activity 1. Warm up **Goal:** Review some imperatives.	
Brainstorming: - T writes the words Healthy and Unhealthy on the board. - The class brainstroms about things that are healthy or unhealty.	Do exercise Stay up late
Activity 2. Presentation **Goal:** Know some vocabularies related to the lesson.	
EXTRA VOCABULARY - T pre-teaches the vocabulary in the *Extra Vocabulary Box*	**1. 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
Activity 3. Practice **Goal:** Work in pairs and groups to do exercises.	
Ex1: - T divides the class into pairs and asks them to complete the exercise by ticking the sentences they think are true and	***Ex1. Work in pairs. Discuss these sentences.***

putting a cross next to the sentences they think are F or M. -T gives the Ss 2-3 minutes to complete the exercise. -T chooses a few groups to share their answers with the class. ***Ex2:*** - T asks Ss to close their books, listen, and take notes. - T plays the recording. Ss then open their books and correct their answers using their notes (or from memory). ***Ex3:*** - T asks Ss to work in pairs, as suggested in the student's book. - T divides Ss into groups and has them complete the exercise. T sets a time limit.	**Key** 1. M2.M3.F4.F5.F6.F ***Ex2: Listen to the radio show about "health facts or myth's" and check your answers in 1.*** - Ss listen and take notes. ***Ex3: Discuss the following in groups.*** 1. Which sentence are you most surprised by? Why? 2. Do you know any health facts or myths about health in Viet Nam? Where did you hear them?
Activity 4. Further Practice **Goal:** Ss can talk some ideas about health that are true	

Ex 4: When the time limit for exercise 4 is finished T puts groups together to quiz one another. In order to keep things organised, 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. Ex 5: When the time limit for exercise 4 is finished T puts groups together to quiz one another. In order to keep things organised, 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.	***Ex 4: Work in groups. Think of some sentences about health that are not true. Then think of some that are fasle.*** Eg: 1. You can avoid some disease by keeping yourself clean (true) 2. You will turn when you eat a lot of oranges ***Ex 5: Test another group to see how many of your health myths they can spot.***

*** Homework**

- Do exercises in the Workbook.
- Prepare for the next lesson: Skills 1.

Teaching date 7A:……
7B:…….

UNIT 2: HEALTH

Period 13: Skills 1

I. Objectives: By the end of the lesson, Ss will be able to read and talk about health issues and give advice on healthy living.

1. Knowlegdes:

a. Vocabulary: health problem and health tips

b. Grammar: Imperative with *more* and *less*; Compound sentences

2. Competences: Linguistic competence, cooperative learning and communicative competence.

3. Qualities: Students aware of the importance of staying their health and know the way to protect their health.

II. Teaching aids:

1. Materials: Text book, plan

2. Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedure

1. Checkup attendance.

2. Checkup the old lesson.

3. New lesson.

Students' and teacher's activities	***Contents***
Activity 1. Warm up ***Goal:*** Review the words related to the word CALORIE	
- T writes the word CALORIE on the board - T brainstorms with the class any words that they associate with CALORIE.	- Food, drink…
Activity 2. Presentation **Goal:** Ss can know vocabulary to read the text and do exercises.	
**** Pre- reading:*** - T asks students to guess what the reading will be about. - Ss guess. * While – reading. **Ex1:** - T asks Ss to complete the exercise. - Ss work individually to do. - T checks. ***Ex2:*** - T asks students work in pairs to complete ex2.(Ss can use dictionaries) T elicits the meaning of words from different groups.	**1. Reading** ***Ex 1. Quickly read the text. Match the correct headings with the paragraphs***. **Key** 1. b,2. a,3. c ***Ex 2: Find the following words/ phrases in the text. Discuss the meaning of each word/ phrase with a partner. Then check the meaning.*** - Essential - necessary - Pay attention - notice, be aware - Diet (n) - the food that you eat on a daily basis. - Diet (v) - meant a special eating routine to lose weight or accomplish another health goal. - Expert - someone who has studied a lot about a subject or topic and understands it well.

Ex3: -T asks Ss to complete the activity individually. - Ss work ndividually. - T corrects the answers with the class. **** Post – reading:*** (Ss try to remember the contents of the text – do at home)	- Stay in shape - stay healthy. ***Ex 3: Now answer the following questions.*** 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.
Activity 3. Practice **Goal:** Ss can talk about health issues and give advice on healthy living.	
Ex 4: - T draws Ss attention to the table and explains that the activities are listed next to the number of calories used in one hour. - T puts Ss in pairs, or groups of three and asks them to discuss the questions. T walks around the room monitoring. When Ss have finished discussing the questions. - T asks them to move on to exercise 5. **Ex 5:** - T asks Ss to complete the table and think about how many calories each activity will take. If the activity they like to do is not on the table Ss can guess the number of calories by comparing with the table 4. Ss share their table with groups.	**2. Speaking** ***Ex 4: Look at the table and discuss the following questions***. 1. Because our bodies need them 2. Gardening uses more calories than walking. ***Ex 5: Choose two or three activities you like to do. Complete the chart about those activities.***
Activity 4. Further practice **Goal:** Ss can talk about activities they do every day	
T asks Ss talk about activities they do every day Ss talk T corrects	***Ex 6: Present your chart to the class*** Ss' performances.

**** Homework.***
- Do exercises in the Workbook.
- Prepare for the next lesson: Skills 2

Teaching date 7A:……
7B:…….

UNIT 2: HEALTH
Period 14: Skills 2

I. Objectives: By the end of the lesson, Ss will be able to listen and write a reply giving advice to someone with a health problem.
1. Knowlegdes:
a. Vocabulary: health problem and health tips
b. Grammar: Imperative with *more* and *less*; Compound sentences
2. Competences: Linguistic competence, cooperative learning and communicative competence.
3. Qualities: Students aware of the importance of staying their health and know the way to protect their health.
II. Teaching aids:
1. Materials: Text book, plan
2. Equipment: computer accessed to the Internet, projector, loudspeaker
III. Procedure
1. Checkup attendance.
2. Checkup the old lesson.
- Teacher asks students to talk about health issues and give advice on healthy living
3. New lesson.

Students' and teacher's activities	**Contents**
Activity 1.Warm up **Goal:** Ss can answer some questions about health problem.	
T: Ask some questions. -What do you do in your free time ? - Do you like playing sports? - Which sports do you play ?	
Activity 2. Presentation. **Goal:** Ss can understand the interview with an ironman and do exercises.	
**** Pre- listening.***	**1. Listening**

-T explains the pictures about the Olympic rings. - T asks them to discuss by answering some questions in pairs. **** While- Listening.*** ***Ex2:*** - T asks Ss to listen to the recording and circle the health problem they hear. - T asks Ss to listen to the recording again and choose the right respond. - Ss listen and tick. - T gives the key. ***Ex3:*** - T asks Ss to listen to the recording again and choose the right respond. - Ss listen and choose the right answer. - T corrects. ***Ex4:*** - T has Ss complete the task 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. **** Post- listening.*** - T divides the class in to groups and give them a time limit for discussion and feedback as a class. - Ss read their answer	***Ex 1: Look at the picture below. Discuss the following questions with a partner.*** ***Ex 2: Listen to the interview. Which problems did he have as a child?*** -sick -allergy ***Ex 3: Listen to the interview again. What advice does he give about preparing for the event?*** -Do more exercises -Sleep more -Eat more fruit/ vegetables ***Ex 4: Are the following sentences true (T) or false (F)*** *Key* 1. T 2. F 3. F 4. F 5. T ***Ex5: Discuss in groups.*** 1. Why is the triathlon a difficult event? 2. Can you think of other Olympic sports that are harder/ easier? 3. Would you like to try the triathlon one day? Why? Why not?
Activity 3. Practice **Goal:** Ss can write a reply giving advice to someone with a health problem.	
- T explains the way to do exercise 6 - T gives new words. - Ss match the problems with the answers. - T corrects. - T gives structure about advice.	***2. Writing*** **** New word.*** - Dry: khô - Burger : bánh mì kẹp thịt. - Chips: khoai tây chiên. - Maintain: duy trì ***Ex 6: Match the problems with the answers.*** 1.c 2.b 3.a ***Ex 7. Look at the answers again. Underline the ways Dr. Dan gives advice.***

- T divides Ss into A and B then put them in pairs. T asks one student A to write a health problem on a piece of paper (using the frompts from the book), T then asks Student A to pass the paper to Student B and Student B can write a response. - Share their questions and responses with the class.	●You should… ●You can… ●It will be good if you… ●Do something more/ less… ***Ex 8. Now , with a partner choose one of the following problems….*** Anna: played outside all day/ has sunburn/ has a temprerature Ngoc: feels weak/ feel tired/ sleeps in Khang: ate too much/ has stomachache/ feels sick.
Activity 4. Further Practice **Goal:** Ss can talk activites about keeping health.	
T asks Ss to work in pairs Ss work in pairs T corrects	A:What should we do to keep health? B: I do exercise to keep fit

**** Homework.***

- Do exercises in the Workbook.
- Prepare for the next lesson: Looking back & Project

Teaching date 7A:……
7B:…….

UNIT 2: HEALTH
Period 15: Looking back and project

I. Objectives: By the end of the lesson, Ss will be able to:
- Review the vocabulary and grammar items in unit 2
- Do a health survey.

1. Knowlegdes:
a. Vocabulary: health problem and health tips
b. Grammar: Imperative with *more* and *less*; Compound sentences
2. Competences: Linguistic competence, cooperative learning and communicative competence.
3. Qualities: Students aware of the importance of staying their health and know the way to protect their health.
II. Teaching aids:
1. Materials: Text book, plan
2. Equipment: computer accessed to the Internet, projector, loudspeaker
III. Procedure
1. Checkup attendance.
2. Checkup the old lesson.
- Teacher asks students to write the new words in the previous lesson

3. New lesson.

Students' and teacher's activities	**Contents**
Activity 1. Warm up **Goal:** Ss can name the health problems in the pictures.	
-T asks: *What can you see in each picture?* - Ss look at the pictures and give health problem. - T calls on some sts give their answers.	1. spots 2. put on weight 3. sunburn 4. stomachche/ sick 5. flu
Activity 2. Presentation **Goal: -** Review vocabulary about health issues and advice. - Review grammar: Imperative with *more* and *less*; Compound sentences	
Ex1: - Ss can complete this task individually or in pairs. Ss should be encouraged to write down their answers. - T can correct the exercise on the board to check spelling.	**I. Vocabulary** ***Health issues and advice*** ***1****. What health problems do you think each of these people has?* a. sunburn b. spots c. put on weight d. stomachche e. flu

Ex3: - T asks Ss to complete the exercise individually. -Ss can complete the exercise individually. - T calls some Ss read their answers. - T corrects. Ex4: - T asks Ss work with a partner - Ss can do the exercise with a partner.	**II. Grammar** **Imperatives with more or less.** ***3****. Complete the health tips below.* 1. less 2. more3. 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.
Activity 4. Further practice **Goal:** Work in pairs to discuss about health problem.	
Ex 5 - T can divide the Ss into pairs. - T can ask one pair to come up and role-play the example in the book. - T can choose a pair or two to do their role – plays in front of the class. Ex6: - 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.	**III- Communication** ***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?*

The class can decide what's true and what's a myth. 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.	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….. **IV. Project** ***(do at home)***

*** Homework**
- Do project
- Prepare for the next lesson: Unit 3 - Getting started

Teaching date 7A:……
7B:…….

UNIT 3: COMMUNITY SERVICE.
Period 16: Getting started
I. Objectives: By the end of the lesson, Ss will be able to talk about community service and volunteer work.
1. Knowlegdes:
a. Vocabulary: Community service and volunteer work.
b. Grammar: Past simple and present perfect.
2. Competences: Linguistic competence, cooperative learning and communicative competence.
3. Qualities: - Students are aware of the value of the work they do for community
- Ss know the way to share something to others.

II. Teaching aids:
1. Materials: Text book, plan
2. Equipment: computer accessed to the Internet, projector, loudspeaker
III. Procedure
1. Checkup attendance.
2. Checkup the old lesson.
Check 15 minutes

Code 1.
I. Choose the best option to complete each sentence. Circle A, B or C.
1. Peter enjoys _____.

A. gardenB. gardenerC. gardeningD. to garden
2. Mai _____ her hobby next year.
A. continueingB. continuesC. continueD. will continue
3. She is having _____. She's hot and coughs a lot.
A. spotsB. fluC. earacheD. sunburn
4. Jim finds bird-watching _____ because he can learn about nature.
A. interestB. interestedC. interestingD. interests
5. I have _____headache.
A. theB. aC. anD. nothing
6. My father _____ morning exercise very often.
A. doesn'tB. don’tC. don't doD. doesn't do
7. You should eat less fast food, _____you can put on weight.
A. andB. butC. soD. or
8. Ngoc _____ eating fast food because it’s not good for her health.
A. likesB. lovesC. hatesD. enjoys

II. Rearrange the words to make meaningful sentences.

1. Amy/pottery/much/very/likes/making/.

……..

2. My/chess/evening/plays/me/with/sister/every/.

……

Code 2.

I. Choose the best option to complete each sentence. Circle A, B or C.

1. I want to drink a cold water, _____I have a sore throat
A. butB. andC. orD. so
2. Mike and Jack _____ running but Mary loves it.
A. doesn't likeB. don't likeC. not likeD. don’t likes
3. I _____ playing board games interesting because I can play them with my friends.
A. think B. sayC. tellD. find
4. Don’t read in bed, _____you will harm your eyes.
A. orB. andC. butD. so
5. Playing soccer is so fun! I _____ my classmates to join me next week.
A. askedB. askC. will askD. asks
6. I'm very _____. I've been working all day.
A. tiredB. strongC. tiringD. interesting
7. I _____ terrible toothache. I can't chew.
A. have aB. feelC. amD. have
8. What _____ your parents often _____ at the weekend?
A. do...doB. will...doC. does...doD. are ……do

II. Rearrange the words to make meaningful sentences.

1. There/library/many/the/books/are/in.

……

2. Collecting/environment/save/the/helps/bottles/glass/.

……

Code 3.

I. Choose the best option to complete each sentence. Circle A, B or C.

1. Nam wants to lose weight, _____he began jogging last Sunday.
A. orB. andC. butD. so

2. I enjoy _____ because I love watching plants growing.
A. gardenB. gardeningC. to gardenD. gardens
3. Jenny _____ fishing twice a week.
A. goB. goesC. will goD. to go
4. Tony doesn't feel interested in playing the piano anymore, so he _____ another hobby next year.
A. takes upB. taking upC. will take upD. to take up
5. My cold is better, but I still have a _____.
A. coughB. sick C. fluD. tired
6. Although he practised a lot, his legs still _____ weak.
A. areB. wereC. feltD. have
7. I _____ making pottery interesting because I can make beautiful things for my friends.
A. think B. sayC. tellD. find
8. Wash your hands ……You will have less chance of catching flu.
A. muchB. manyC. lessD. more

II. Rearrange the words to make meaningful sentences.

1. Be careful/ what /with/ you/and drink/ eat/ ./

…….

2. I/because/improve/can/useful/health/soccer/I/playing/find/my/.

……

*** Keys**

Code 1.

I. Choose the best option to complete each sentence. Circle A, B or C.

1. C. gardening2. D. will continue3. B. flu
4. C. interesting5. B. a6. D. doesn't do
7. D. or8. C. hates

II. Rearrange the words to make meaningful sentences.

1. Amy likes making pottery very much
2. My sister plays chess with me every evening.

Code 2.

I. Choose the best option to complete each sentence. Circle A, B or C.

1. A. but2. B. don't like3. D. find4. A. or
5. C. will ask6. A. tired7. D. have8. A. do...do

II. Rearrange the words to make meaningful sentences.

1. There are many books in the library.
2. Collecting glass bottles helps save the environment.

Code 3.

I. Choose the best option to complete each sentence. Circle A, B or C.

1. D. so2. B. gardening3. B. goes4. C. will take up
5. A. cough6. C. felt7. D. find8. D. more

II. Rearrange the words to make meaningful sentences.

1. Be careful with what you eat and drink.
2. I find playing soccer useful because I can improve my health.

3. New lesson.

Students' and teacher's activities	**Contents**
Activity 1. Warm up **Goal:** To attract Ss' attention to the lesson and lead in the lesson	

<table>
<tr><td>-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.</td><td>

+ What can you see in the picture ?
+ Who do you think they are ?
+ What are they talking about?</td></tr>
<tr><td colspan="2">Activity 2. Presentation
Goal: Ss can understand the conversation then do exercises.</td></tr>
<tr><td>- 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</td><td>I- Listen and read
1. Listen and read

a. Read the conversation again and tick T (true) or F (False).
1.T2. T
3. T4. F5. 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</td></tr>
<tr><td colspan="2">Activity 3. Practice
Goal: Use Nouns, verbs and Adjectives to do exercises.</td></tr>
<tr><td>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.</td><td>2. Look at the words in the box. Can you put them in the right groups ?
<table>
<tr><th>Nouns</th><th>Verbs</th><th>Adjectives</th></tr>
<tr><td>help
benefit
volunteer</td><td>donate
help
benefit</td><td>clean
emvironmental</td></tr>
</table></td></tr>
</table>

<table>
<tr>
<td>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.</td>
<td>
<table>
<tr><td>plant</td><td>volunteer
recycle
plant
provide
clean
encourage</td><td></td></tr>
</table>
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.
</td>
</tr>
<tr>
<td colspan="2">Activity 4. Further Practice
Goal: Ss can talk sentences about community service and volunteer work</td>
</tr>
<tr>
<td>T asks Ss to talk sentences about community service and volunteer work
Ss talk
T corrects the mistakes</td>
<td>Eg:
I will donate my old books for the poor children</td>
</tr>
</table>

**** Homework.***

- Do exercises in the Workbook.
- Prepare for the next lesson: A closer look 1.

Teaching date 7A:……
7B:…….

UNIT 3: COMMUNITY SERVICE
Period 17: A closer look 1

I. Objectives: By the end of the lesson, Ss will be able to:
- Pronounce words containing sounds /**k**/ and /**g**/ with increased fluency and accyracy;
- Use the lexical items related to community service and volunteer work.
1. Knowlegdes:
a. Vocabulary: Community service and volunteer work.
b. Grammar: Past simple and present perfect.
c. Pronunciation: */k/ - /g/*
2. Competences: Linguistic competence, cooperative learning and communicative competence.
3. Qualities: - Students are aware of the value of the work they do for community
- Ss know the way to share something to others.
II. Teaching aids:
1. Materials: Text book, plan
2. Equipment: computer accessed to the Internet, projector, loudspeaker
III. Procedure
1. Checkup attendance
2. Checkup the old lesson
3. New lesson

Students' and teacher's activities	**Contents**
Activity 1. Warm up ***Goal:*** Help students understand about community service and volunteer work.	
- 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.	
Activity 2. Presentation **Goal:** Ss can know some vocabularies related to community service and volunteer work	
Ex1: -T asks: + What do you see in the pictures ? + What are the difficulties they face ?	**I. Vocabulary** **Ex1. Choose the phrases that match the pictures below.** 1. disabled people: người tàn tật

<table>
<tr>
<td>+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.

Ex3:
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.</td>
<td>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

Ex 2. Work in pairs

Ex3: a. Look at the photos. Write a,b or c next to the words

<table>
<tr><td>Rubbish</td><td>a</td></tr>
<tr><td>tracffic jams</td><td>c</td></tr>
<tr><td>too many advertisemnets</td><td>b</td></tr>
<tr><td>dirty beaches</td><td>a</td></tr>
<tr><td>no trees</td><td>a, c</td></tr>
<tr><td>Graffiti</td><td>b</td></tr>
</table>
3b. Talk about the problems in a</td>
</tr>
<tr>
<td colspan="2">Activity 3. Practice
Goal: Pronounce words containing sounds /k/ and /g/ with increased fluency and accyracy</td>
</tr>
<tr>
<td>Ex 4:
- 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.</td>
<td>II. Pronunciation
Ex 4: Listen and repeat
/g/ and /k/

Note: /b/ is a voiced sound, /p/ is a voiceless sound.

Ex5: Listen and circle the word you heard.</td>
</tr>
</table>

- 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.	coldgreen clothesgirlgoal ***Ex6. Listen and repeat***
Activity 4. Further practice **Goal:** Ss can listen words containing sounds /**k**/ and /**g**/ with increased fluency and accyracy	
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.	***Ex7. Game : STAND UP, SIT DOWN!***

*** Home work**

- Do exercises in the Workbook.
- Prepare for next lesson: A closer look 2.

Teaching date 7A:……
7B:…….

UNIT 3: COMMUNITY SERVICE
Period 18: A closer look 2

I. Objectives: By the end of the lesson, Ss will be able to:
- 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.

1. Knowlegdes:
a. Vocabulary: Community service and volunteer work.
b. Grammar: Past simple and present perfect.
2. Competences: Linguistic competence, cooperative learning and communicative competence.
3. Qualities: - Students are aware of the value of the work they do for community
- Ss know the way to share something to others.

II. Teaching aids:
1. Materials: Text book, plan
2. Equipment: computer accessed to the Internet, projector, loudspeaker
III. Procedure
1. Checkup attendance.
2. Checkup the old lesson.
3. New lesson

Students' and teacher's activities	Contents
Activity 1. Warm up **Goal:** Review some verbs in past simple form.	
-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
Activity 2. Practice **Goal:** Understand the difference between the past simple and the present perfect.	

-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.*** **Ex1.a. Listen again to part of the conversation. Underline the past simple or the present perfect** **1b. When do we use the past simple? When do we use the present perfect?** ***Eg:*** - I went to Ha Noi last year. - I have learnt English for 2 years. *** Past simple**: S+ Ved. *** Present perfect:** S+ has/ have + V.ed **.** *** NOTE**: - Thì quá khứ đơn dùng để mô tả một hành động bắt đầu và đã kết thúc trong quá khứ. - Thì hiện tại hoàn thành diễn tả một hành động mới diễn ra và còn để lại hậu quả hoặc kết quả ở hiện tại ; hoặc đã diễn ra nhưng không đề cập thời gian. ***Remember!** -Một số trạng từ thường sử dụng với thì QKĐ: *yesterday, last month, 2 years ago…* -Một số trạng từ thường sử dụng với thì HTHT: *ever, never, so far= recently= lately, for several times, for a long time, for ages, for, since…*
Activity 3. Practice **Goal:** Use the form of the past simple and the present perfect to do exercises.	
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:***	**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**

- Ss do the exercise individually, then compare the answers with a partner. T writes the correct answers on the board. - T gives the key. ***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.	1. b 2. b 3. a4. a 5. c 6. b ***Ex4:*** (Students' answer)
Activity 4. Further practice **Goal:** Ss can talk about 'Be a Buddy'and 'Go green'	
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. - Remind Ss that this is a speaking activity and that they should communicate in complete sentences. - While Ss do the task, go round to monitor to ensure they do not just look at the table and say out the phrases for each other to copy down. Take note of any common errors and correct them as a class later.	**5. Ask and answer the questions about the fact sheet** Example: *A: What happend in 2011?* *B: Be a Buddy was established in 2011.* *What did Be a Buddy do in 2012?* *A: In 2012...*

**** Home work***

- Do exercises in the 4 page 30 (Workbook).
- Prepare for the new lesson: Communication.

Teaching date 7A:……
7B:…….

UNIT 3: COMMUNITY SERVICE
Period 19: **Communication**

I. Objectives: By the end of the lesson, Ss will be able to know the activities that teenagers in the USA and in Viet Nam have done to help the community.
1. Knowlegdes:
a. Vocabulary: Community service and volunteer work.
b. Grammar: Past simple and present perfect.
2. Competences: Linguistic competence, cooperative learning and communicative competence.
3. Qualities: - Students are aware of the value of the work they do for community
- Ss know the way to share something to others.
II. Teaching aids:
1. Materials: Text book, plan
2. Equipment: computer accessed to the Internet, projector, loudspeaker
III. Procedure
1. Checkup attendance.
2. Checkup the old lesson.
3. New lesson

Students' and teacher's activities	**Contents**
Activity 1.Warm up **Goal:** Help Students give different volunteer activities.	
- 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.	
Activity 2. Presentation **Goal:** Ss can know some new words about community service.	

- 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
Activity 3. Practice **Goal:** Know the activities that teenagers in the USA and in Viet Nam have done to help the community.	
Ex1: - T asks Ss to look at the photos and describe what they see. Then tell them to compate 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. 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.	**2. Practice** **Ex1: Look at the photos and read about the volunteer activites.** **Ex2. Match the photos with the activities.** 1. b2. c3. e 4. a5. d **Ex3: Discuss some activities about the community service.** Eg: - Give warm clothes to homeless people. - Donate some toys to street children. ……..
Activity 4. Further practice **Goal:** Ss can interview their partner about taking part in the community service	
Ex4: T asks students to interview their partner about taking part in the community service. Ss work in pairs T corrects	**Ex4**: **Choose three activities that you want to try.** Eg: A: Have you ever done any of activities? B: Yes I have ever donated books to chidren. 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**

- 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

Teaching date 7A:……
7B:…….

UNIT 3: COMMUNITY SERVICE
Period 20: **Skills 1**

I. Objectives: By the end of the lesson, Ss will be able to:
- Read a passage about community service and volunteer work;
- Talk about community service and volunteer work.
1. Knowlegdes:
a. Vocabulary: Community service and volunteer work.
b. Grammar: Past simple and present perfect.
2. Competences: Linguistic competence, cooperative learning and communicative competence.
3. Qualities: - Students are aware of the value of the work they do for community
- Ss know the way to share something to others.

II. Teaching aids:
1. Materials: Text book, plan, video
2. Equipment: computer accessed to the Internet, projector, loudspeaker
III. Procedure
1. Checkup attendance.
2. Checkup the old lesson.
3. New lesson

Students' and teacher's activities	**Contents**
Activity 1. Warm up **Goal:** To warm up the class	
T lets Ss watch a video about volunteer activities of some students and give feelings Ss watch and answer T introduces the lesson	
Activity 2. **Presentation** **Goal:** Ss can know some vocabulary words related to the topic volunteer	

- 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 ? **Ex1. Read the text about volunteer work in US.** *** 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.
Activity 3. **Practice** **Goal:** Ss can read the text about volunteer work in the United State and do exercises.	
- 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	**Ex2. The sentences are true or false.** ***Keys** 1. T 2. T 3. F (The text says Americans have had the tradition of vounteering 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 volunteeractivities in the USA. Tick the box:** 1. providing care for animals ☐

to write in note form and not in full sentences.	2. raising money 3. cooking meals 4. donating blood 5. cleaning streets 6. teaching young children

Activity 4. Further practice

Goal: Ss can talk about community service and volunteer work.

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.	**II. Speaking** **Ex4:** Fill in the table with your ideas for volunteer activities.
Ex 5: - 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.	**Ex5: Work in groups** 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**

- Do exercises in the Workbook.
- Prepare for the next lesson: Skills 2

Teaching date 7A:……

7B:…….

UNIT 3: COMMUNITY SERVICE

Period 21: **Skills 2**

I. Objectives: By the end of the lesson, Ss will be able to listen for specfic information; write a paragraph about volunteer work.

1. Knowlegdes:

a. Vocabulary: Community service and volunteer work.

b. Grammar: Past simple and present perfect.

2. Competences: Linguistic competence, cooperative learning and communicative competence.

3. Qualities: - Students are aware of the value of the work they do for community

- Ss know the way to share something to others.

II. Teaching aids:

1. Materials: Text book, plan

2. Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedure

1. Checkup attendance.

2. Checkup the old lesson.

3. New lesson

Students' and teacher's activities	**Contents**
Activity 1. Warm up **Goal:** Discuss about volunteer work.	
T asks Ss to talk about volunteer activities. Ss talk T introduces the lesson	***Discussing :*** Why do people do volunteer work?
Activity 2. Presentation **Goal:** Ss can listen to the recording about volunteer work	
*** Pre- teaching:** - T asks Ss choose a volunteering idea from the previous lessons. - Ask 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.)	**I. Listening** **1. Discuss the following questions** *** Vocabulary:** - self – confident (adj): tự tin - special (adj): đặc biệt **Ex2: Listen then answer the questions**

- T plays the recording as many times as necessary and have Ss answer the questions. **Ex3:** *** Post – listening:** - Play the audio again and let Ss fill in the blanks.	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
Activity 3. Practice **Goal:** Ss can know how to give reasons.	
-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** **Ex4. 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.
Activity 4. Further practice **Goal:** Ss can write a paragraph about volunteer work.	
T tells Ss now they will write a paragraph using the ideas they generated in Speaking 4.it time is short, T may ask Ss	**Ex 5:** ***Eg***: I want to raise funds for street children. I want to do it because we will

to make notes in class then develop the notes in to a paragraph as homework. Ss do it T corrects	be able to provide them with food and books. They will no longer be hungry. …..

*** Home work**
- Do exercises in the Workbook.
- Prepare for the next lesson: Looking back and project

Teaching date 7A:……
7B:…….

UNIT 3: COMMUNITY SERVICE
Period 22: **Looking back and projects**

I. Objectives: By the end of the lesson, Ss will be able to review the vocabulary and grammar items imperative.
1. Knowlegdes:
a. Vocabulary: Community service and volunteer work.
b. Grammar: Past simple and present perfect.
2. Competences: Linguistic competence, cooperative learning and communicative competence.
3. Qualities: - Students are aware of the value of the work they do for community
- Ss know the way to share something to others.

II. Teaching aids:
1. Materials: Text book, plan, song
2. Equipment: computer accessed to the Internet, projector, loudspeaker
III. Procedure
1. Checkup attendance.
2. Checkup the old lesson.
3. New lesson

Students' and teacher's activities	**Contents**
Activity 1. Warm up **Goal:** To warm up the class	

T lets Ss sing an English song Ss sing a song T introduces the lesson	**Song: Hello**
Activity 2. Presentation **Goal**: Review the vocabulary about community service.	
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** ** donate: food, books, clothing, blood* ** provide: evening classes, food, care, books, education, clothing, attention* ** help: the community, homeless people, the elderly, the disabled*.
Activity 3. Practice **Goal:** Use the form of the past simple and the present perfect to do exercises.	
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	**II. Grammar.** **2. Circle the best answer.** 1. never 2. Last week 3. already4. yet 5. yesterday **3. Past simple or present perfect.** **Key:** 1. has ever met 2. visited 3. has visited 4. did Shakespeare write 5. has she written **4. Complete the senteces** 1. the engine is very good 2. it is going to be cold this evening

witings with each other for peer correction.	3. she's kind. 4. they are not as lucky as we are. 5. she works very hard to improve her teaching.
Activity 4. Further Practice **Goal:** Students can role – play the interview for the class and understand do the project about volunteer.	
- 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. - 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!	**III. Communication** **IV. Project**

*** Home work**
- Do exercises in the Workbook.
- Prepare for the next lesson: Review 1

Teaching date 7A:……
7B:…….

Period 23: **Review 1 (UNITS 1- 2- 3)**
(Language, Vocabulary, Everyday English)

I. Objectives: By the end of the lesson, Ss can review the language they have learnt include: pronunciation, vocabulary and grammar they have learnt from unit 1-2-3 by doing exercises

1. Knowlegdes:

a. Vocabulary: lexical items related topic: hobbies, health and community service.

b. Grammar:

- The simple present, the future simple, the past simple and the present perfect
- Verbs of liking + V-ing
- Imperative with more and less
- Compound sentences

c. Pronunciation:

2. Competences: Linguistic competence, cooperative learning and communicative competence.

3. Qualities: - Students love the using of English

II. Teaching aids:

1. Materials: Text book, plan

2. Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedure

1. Checkup attendance.

2. Checkup the old lesson.

3. New lesson

Students' and teacher's activities	**Contents**
Activity 1. Warm up **Goal:** To warm up the class	
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	
Activity 2. Presentation **Goal:** Help Ss revise pronunciation.	
Ex1:	***I- Pronunciation***

-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.	***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 ***Tapescript:*** 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
Activity 3. Practice **Goal:** Ss can use vocabulary about hobbies, health and community service ; revise of the use of simple present, simple past and present perfect to do exercises.	
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.	**II. Vocabulary** ***3. Put the phrases below into the correct categories and tick the activity/ activities you do yourself.*** Activities to help… yourself: - washing your hands before meals; - tidying up your room; - gardening; - eating a lot of fruit Your community: - 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

- T corrects. ***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.	3. calories 4. staying in shape 5. donating 6. hobby **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
Activity 4. Further Practice **Goal:** Ss can practise English in real situation	
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**
- Do Test yourself in the Workbook.
- Prepare for the next lesson: Review 1 - Skills

Teaching date 7A:……

7B:…….

Period 24: **Review 1 (cont)**

I. Objectives.

1. Knowlegdes:

I. Objectives: By the end of the lesson, Ss will be able to revise reading, speaking, listening and writing about hobbies, health and community service.

1. Knowlegdes:

a. Vocabulary: lexical items related topic: hobbies, health and community service.

b. Grammar:

- The simple present, the future simple, the past simple and the present perfect
- Verbs of liking + V-ing
- Imperative with more and less
- Compound sentences

2. Competences: Linguistic competence, cooperative learning and communicative competence.

3. Qualities: - Students love the using of English

II. Teaching aids:

1. Materials: Text book, plan, song

2. Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedure

1. Checkup attendance.

2. Checkup the old lesson.

3. New lesson:

Students' and teacher's activities	**Contents**
Activity 1. Warm up **Goal:** To warm up the class	
T lets Ss sing an English song Ss sing a song T introduces the lesson	
Activity 2. Presentation **Goal:** Read the passage and choose the correct answer A,B, or C.	
- 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
Activity 3. Practice	
Goal: Ss can interview each other to answer the questions and understand the dialogue.	

-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. - T plays the recording - Ss listens - T helps if necessary - Check the results	**II- Speaking** ARE YOU A COMMUNITY PERSON? ***2.Work in pairs. Interview each other to complete the questionaire below. Circle the correct answers and report the results to your class.*** 1. Do you know of hygienic problems in your area? If yes, what is it? 2. How often does your community organise an activity? Is it to help the needy or to improve the environment? 3. Have you ever taken part in a community activity? If yes, what is it? 4. How much do you think you Would enjoy a community activity? - 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 Contribution means to your Community? **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
Activity 4. Further practice **Goal:** Ss can make complete sentences from the prompts and match them with the pictures.	

- 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.

Teaching date 7A:……
7B:…….

THE FIRST 45-MINUTE TEST

I. OBJECTIVES :
By the end of the lesson, T is able to check their Ss' language knowledge, basic skills. This will help T has a suitable teaching approach.
1. Knowledge:
***Grammar:** *review*
***Vocabulary:** review
2. Skills: Reading, writing, listening, speaking
3. Qualities: To do the test in a serious and strict manner
II. PREPARATION
1. Teacher: Test paper, chalk…
2. Students: pen,…
III.THE CONTENTS

1. Matrix of the Test

Chủ đề	**Nhận biết**		**Thông hiểu**		**Vận dụng**		**Cộng**
	TNKQ	TL	TNKQ	TL	TNKQ	TL	
Listening		Listen & tick		True/False			
Số câu: 8 *Số điểm: 2đ* *Tỉ lệ 20%*		*Số câu: 4* *Số điểm: 1đ* *Tỉ lệ 10%*		*Số câu: 4* *Số điểm: 1đ* *Tỉ lệ 10%*			*Số câu: 8* *Số điểm: 2đ* *Tỉ lệ 20%*
Use of language		Multi-choice				Tenses	
Số câu: 11 *Số điểm: 3,5 đ* *Tỉ lệ 35%*		*Số câu: 08* *Số điểm: 2đ* *Tỉ lệ 20%*				*Số câu:3* *Số điểm :1,5đ* *Tỉ lệ 15%*	*Số câu: 11* *Số điểm: 3,5 đ* *Tỉ lệ 35%*
Reading				The volunteer work			
Số câu: 06 *Số điểm: 2đ* *Tỉ lệ 20%*				*Số câu: 06* *Số điểm: 2đ* *Tỉ lệ 20%*			*Số câu: 06* *Số điểm: 2đ* *Tỉ lệ 20%*
Writing				Rewrite		Word form	
Số câu: 05 *Số điểm: 2,5đ* *Tỉ lệ 25%*				*Số câu: 02* *Số điểm: 1đ* *Tỉ lệ 10%*		*Số câu: 03* *Số điểm: 1,5đ* *Tỉ lệ 15%*	*Số câu: 05* *Số điểm: 2,5đ* *Tỉ lệ 25%*
Tổng số câu: 30	Tổng số câu: 12		Tổng số câu: 12		Tổng số câu: 6		**Số câu:30**
Tổng số điểm: 10đ	Tổng số điểm: 3đ		Tổng số điểm: 4đ		Tổng số điểm: 3đ		**Số điểm: 10đ**

Tỉ lệ 100%	Tỉ lệ 30%	Tỉ lệ 40 %	Tỉ lệ 30%	**Tỉ lệ 100%**

2.The Test (45')

A.LISTENING:

Question I. Listen and tick ( ) the word if it is the same as the word you hear and cross (x) it if it is different (1 point).

1.lock	□	2.community	□
3.kind	□	4.cracker	□

Question II. Are the following sentences True (T) or False (F) (1 point)

	T	**F**
1.He wanted to do sports because of his friends.		
2.Taking up sports was easy.		
3.In this event, you swim, run, and climb.		
4.This event uses more than 6000 calories.		

B. USE OF LANGUAGE

Question III. Choose the best answer. (2 points)

1. She looks very red because she was outdoors all day yesterday. She has ……
   A. allergy B. sunburn C. headache
2. The Americans eat a lot, ……. they do not do enough exercise.
   A. or B. so C. but
3. They usually ……. a lot of beautiful photos during their picnic.
   A. take B. go C. play
4. What's your favourite ……. , Linda ? - It's mountain climbing.
   A. country B. hobby C. food
5. My sister loves……..boarding games with me every evening.
   A. playing B. playsC. play
6. Last year, we …… a lot of foods and warm clothes for street children.
   A. donate B. has donatedC. donated
7. ……less time playing computer games.
   A. Spend B. SpendingC. To spend
8. I think I ……. your mother before.
   A. has met B. have met C. met

Question IV: Give the correct form of the following verbs: (1.5 points)

1. I and my boyfriend (visit) …… London several times.
2. They (fly) …… to Dalat for the flower festival 2 year ago.
3. She (not continue) …….. her hobby in the future.

C.READING

The first reason why many families do volunteer work is that they feel satisfied and proud. The feeling of fulfillment comes from helping the community and other people.

In addition, volunteering is a great way for families to have fun and feel closer. But many people say they don't have time to volunteer because they have to work and take

care of their families. If that's the case, try rethinking some of your free time as a family. You could select just one or two projects a year and make them a family tradition. For instance, your family can make and donate gift baskets for the old homeless people on holidays. Your family can also spend only one Saturday morning a

month collecting rubbish in your neighborhood.

Question V: Read the text and write True (T) or false (F).(1 point)

1. Many families do volunteer because they feel satisfied and proud._____
2. Volunteer is a bad way for families to have fun and feel closer._____
3. The family can donate bloods for the old homeless people._____
4. They also collect rubbish one Saturday morning a month_____

Question VI. Answer the following questions: (1 point)

1. How can the family help the old homeless people?

→……

2. Why don't many people have time to volunteer?

→……

D.WRITING

Question VII: Rewrite the sentences using conjunction given. (1 point)

1.The Japanese eat healthily. They live for a long time. *(so)*

→……

2.My sister plays computer game. She does morning exercise too. *(but)*

→……

Question VIII: Reorder the words to make the meaningful sentences (1.5 points)

1. I love _____ pottery because it is very challenge. (MAKE)
2. Many people do volunteer work because it makes a _____ (DIFFER)
3. It is _____ to eat o lot of junk food. (HEALTH

*** Homework**

Asks Ss to prepare for the next lesson: Unit 4: Getting started.

Teaching date 7A:……
7B:…….

UNIT 4: Music and Arts

Period 26: Getting started: Making plans for the weekend

I. Objectives: By the end of the lesson, Ss will be able to use the lexical items related to the topic Music and Arts.

1. Knowlegdes:

a. Vocabulary: words about music and arts.

b. Grammar: comparisons: (not) as...as, the same as, different from

2. Competences: Linguistic competence, cooperative learning and communicative competence.

3. Qualities: - Ss love music and arts.

II. Teaching aids:

1. Materials: Text book, plan

2. Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedure

1. Checkup attendance.

2. Checkup the old lesson.

3. New lesson

Students' and teacher's activities	**Contents**
Activity 1. Warm up **Goal:** Ask and answer about music and arts.	
T asks some questions: Ss answer the questions T asks Ss to look at the title / the picture and guess what the conversation between Duong and Nick might be about.	*** 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?
Activity 2. Presentation **Goal:** Ss can listen, read the conversation and know how to use some expressions in the conversation	

-Teacher sets the scene by asking Ss about the picture Where are Nick , Khang and Phong? What might be happening to them? What are they doing? -Have you ever got lost? Where and when? How did you feel then? What did you do? - Elicits the new words using pictures and explaination + ***Check vocabulary*** **: R O R**	*Vocabulary:* - ex'cited (a) - ex'citing (a) - historic [his'tɔrik](a) - lost (a) - memorial [mə'mɔ:riəl] (n) - cathedral [kə'θi:drəl](n)
	1. Listen and read.
- T plays the recording. - Ss listen and read. T asks Ss work independently to answer the questions. Ss work independently	**a. Are these sentences true (T) or false (F)** 1. T, 2. F, 3. T, 4. F, 5. F

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 or groups. Ss work in pairs. T gives the key. Calls some Ss to read the sentences. - T explains some expressions in the conversation - Ss practise saying them together. T asks Ss to practise the short conversations in pairs before creating their short role-plays.	**b. Finish the following sentences by writing one word/ phrase from the conversation.** *** Keys** 1. as good as 2. loud 3. fantastic 4. in person 5. cinema **c. Colloquial expressions** 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 Sbd has said. 4. It isn't my thing: used to show that you don't like something. **d. 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.
Activity 3. Practice **Goal:** Ss can know how to use more some vocabulary words related to the topic: "Music and arts"	
T asks Ss to write the words/ phrases under the right pictures. Ss work individually T plays the recording. Let Ss listen and repeat. Check and correct their pronunciation. Give them the meaning of the words.	**2. Write the correct word/ phrase under each of the pictures. Then listen and repeat**. 1. microphone 2. camera 3. painting 4. musical instrument 5. portrait 6. art gallery 7. crayons 8. museum 9. opera 10. painbrush

T asks Ss to write the correct words in the spaces. T allows Ss to check their answers. The class gives comments. T gives correction.	**3. Complete these sentences with words from 2.** 1. art gallery 2. paintings 3. museum 4. camera 5. opera
Activity 4. Further practice **Goal:** Ss can ask and answer about benefits of learning music and arts in school.	
T asks Ss to ask and answer the questions about benefits of learning music and arts in school. Ss work in pairs	**Eg:** A: Do you think music is important to you? B: Yes, of course. I think it is important to me because it helps me relax and reduce the stress.

**** Home work:***
- Do exercises in Workbook.
- Prepare for the next lesson: A closer look 1

Teaching date 7A:……
7B:…….

UNIT 4: Music and Arts
Period 27: A closer look 1

I. 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. Knowlegdes:
a. Vocabulary: words about music and arts.
b. Grammar: comparisons: (not) as...as, the same as, different from.
c. Pronunciation: / ʃ / and / ʒ /
2. Competences: Linguistic competence, cooperative learning and communicative competence.
3. Qualities: - Ss love music and arts.
II. Teaching aids:
1. Materials: Text book, plan, song

2. Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedure

1. Checkup attendance.

2. Checkup the old lesson.

3. New lesson

Students' and teacher's activities	**Contents**
Activity 1. Warm up **Goal:** Review vocabulary about music arts arts.	
T lets Ss sing a song about the topic music. T introduces the lesson	* Sing a song: "I am the music man"
Activity 2. Presentation **Goal:** Ss can know how to understand the meaning and read vocabulary about music and arts and do exercises.	
T teaches the vocabulary by giving some pictures Ss copy T plays the recording and let Ss listen. T plays it again with pauses for them to repeat each word. Ss listen and repeat T corrects their pronunciation. T asks Ss to work 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. T introduces the vocabulary by doing exercise 3 Ss listen and read	**1. Vocabulary** painter artist actress musician puppet dancer singer song writer ***Ex 2. Match a word in A with a phrase in B*** 1. e 2. b 3. a 4. d 5. c ***Ex 3: Arrange the words and write the type of musical instrument in the box under each picture*** 1. a guitar 2. a drum 3. one string guitar 4. a violin

<table>
<tr><td></td><td>5. a cello
6. a piano
7. a saxophone</td></tr>
<tr><td>T gives Ss enough time to do the task individually.
Ss may write the answers on the board.
T calls some Ss to read the sentences.</td><td>Ex 4. Put one of these words in each blank to finish the sentences.
1. painter
2. Pop
3. singer
4. draw
5. puppets
6. instrument</td></tr>
<tr><td colspan="2">Activity 3. Practice
Goal: Ss can pronounce sounds / ʃ / and / ʒ / correctly in isolation and in context.</td></tr>
<tr><td>- Ss practice the sounds / ʃ / and / ʒ .
- T shows Ss how to pronounce the two sounds.
-T plays the recording and let Ss listen and repeat.
- 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 give more words having two sounds.

-T plays the recording as many times as possible and let Ss repead the sentences.
-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</td><td>II. Pronunciation: / ʃ / and / ʒ /

Ex 5. Listen and repeat. Pay attention to the sounds / ʃ / and / ʒ /.
Tapescript:
/ ʃ /: condition, ocean, shy , sugar, machine
/ ʒ /: measure, pleasure, usual, vision, decision
6. Listen to the words and put them into two groups.
<table><tr><td>/ ʃ /</td><td>/ ʒ /</td></tr><tr><td>anxious
musician
dishwasher
rubbish</td><td>closure
occasion
leisure
version</td></tr></table>
7. Listen and repeat…
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.</td></tr>
<tr><td></td><td>6. Are you sure this is a modern version of “Romeo and Juliet?”</td></tr>
</table>

Activity 4. Further practice **Goal:** Ss can pronounce sounds / ʃ / and / ʒ / correctly by playing game	
+ Work in groups - Divide the class into 2 lines - Write on the board: Right is / ʃ / and left is / ʒ / - Turn on the tape - Listen and step on the right if they hear the sound / ʃ / , and step on the left if they hear the sound / ʒ / T corrects and gives feedback	Practise sounds / ʃ / and / ʒ /

*** Home work**
- Do exercises Workbook.
- Prepare for the next lesson: A closer look 2

Teaching date 7A:……
7B:…….

UNIT 4: Music and Arts
Period 28: A closer look 2

I. Objectives.
By the end of the lesson, Ss will be able to:
- Use comparisons: (not) as…..as / the same as / different from.
- Express agreement using too & either.

1. Knowlegdes:
a. Vocabulary: words about music and arts.
b. Grammar: - comparisons: (not) as...as, the same as, different from.
- Express agreement: too & either.

2. Competences: Linguistic competence, cooperative learning and communicative competence.
3. Qualities: - Ss love music and arts.
II. Teaching aids:
1. Materials: Text book, plan
2. Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedure
1. Checkup attendance.
2. Checkup the old lesson.
3. New lesson

Students' and teacher's activities	**Contents**
Activity 1. Warm up **Goal:** Ask and answer some questions about music and art.	
T asks some questions: Ss answer the questions. T introduces the 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?
Activity 2. Presentation **Goal:** Ss can understand and use comparisons: (not) as…..as / the same as / different from and too, either	
T explains the uses of the three structures to Ss and give some examples. Ss copy and give exmaples - T explains to the class the use and location in the sentence of too and either. Ss copy and give exmaples	**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.) ***2. too & either*** - too: used to express agreement with a positive statement. - either: used to express agreement with a negative statement.
Activity 3. Practice	
Goal: Ss can understand and use comparisons: (not) as…..as / the same as / different from and too and either to do exercises.	

Ex1: - Ss work by themselves and write down the missing words. - T corrects Ss' mistakes. - T asks some Ss to read the sentences. **Ex 2:** - Ss 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. **Ex 3:** - Ss work in pairs. - T helps them interpret the table first. – T gives them instructions on how to do the task. **Ex4:** Ss work independently, writing down the answers. Then let them work in groups to check and read out the sentences. T goes round and corrects mistakes or gives help when and where necessary. Ex6: - Ss work in pairs to share their lists of ideas. - T may ask some more able Ss to report their results to the class.	***1. Put as, than, or from in the gaps.*** 1. as 2. as 3. as 4. from 5. as 6. as ***2. Put a suitable word in each gap in the following passage.*** 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. ***Ex 4: Complete the following sentences with "too" or "either"*** 1. too 2. either 3. either 4. too 5. too ***Ex 6: Report to the class using too/ either.*** E.g: Nam is interested in drawing and I am too. Phong doesn't like folk music and I don't either.
Activity 4. Further practice. **Goal:** Ss can talk about music and arts you are interested, or not interested in using some suggestions	
	Ex 5: Make sentences with the words given or your own ideas.

Ex5: Let Ss work independently,writing down their sentences to make a list of the likes and dislikes.They have their choices, so long as their sentences are correct grammatically. Encourage them to give their own ideas.	*** Suggestion:** - 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

**** Home work***
- Do exercises in Workbook.
- Prepare for the next lesson: Communication

Teaching date 7A:……
7B:…….

UNIT 4: Music and Arts
Period 29: Communication

I. 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. Knowlegdes:
a. Vocabulary: words about music and arts.
b. Grammar: - comparisons: (not) as...as, the same as, different from.
- Express agreement: too & either.

2. Competences: Linguistic competence, cooperative learning and communicative competence.
3. Qualities: - Ss love music and arts.
II. Teaching aids:
1. Materials: Text book, plan
2. Equipment: computer accessed to the Internet, projector, loudspeaker
III. Procedure
1. Checkup attendance.
2. Checkup the old lesson.
3. New lesson

Students' and teacher's activities	Contents
Activity 1. Warm up **Goal**: To warm up the class and lead in the new lesson	
T asks some questions about music Ss answer the questions T introduces the lesson	
Activity 2. Presentation **Goal:** Ss can know some vocabulary words related to the topic "music and arts".	
T teaches the vocabulary. Ss listen and copy T asks Ss to listen and repeat the words Ss listen and repeat	**1. Extra vocabulary.** - Composer (n) - Originate (v) - Anthem (n) - Curriculum (n) - Compulsory (adj) - Academic (adj):
Activity 3. Practice **Goal:** Ss can read and understand the contents of the passage. Then discuss about learning music and arts subjects at school in Viet Nam.	
T asks Ss to read the paragraph and find the main ideas. Ss read and give the main content. 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.	**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? Eg: T: Do you think music and arts should be compulsory subjects at schools in Viet Nam? S: I agree because music and arts helps students relax their mind. What about you?
T asks Ss to talk about the benifits of the top three subjects on their list help them in other areas of shool and life. T gives the example.	**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?** - Music

T asks Ss to prepare in one minutes. Ss prepare in one minutes. T calls some Ss talk Ss talk T then gives comments.	- Dancing - Singing - Painting - Photography. Eg: I like music because it helps me relax after a hard-working day.
Activity 4. Further practice **Goal:** Ss can know more information about music and arts	
T asks Ss to answer 6 questions in textbook and other questions by playing games. T guiges how to play. Ss play a game T comments the game.	***Question:** ***Keys** 1. B 2. C 3. A 4. C 5. B 6. B

*** Homework**

- Learn the new words by heart.
- Write a short paragraph about the benefits of learning music and arts in school.
- Do exercise: C1, 2 in the workbook
- Prepare the next lesson: Unit 4 - Skills 1.

Teaching date 7A:……
7B:…….

UNIT 4: Music and Arts
Period 30: Skills 1

I. Objectives: By the end of the lesson, Ss will be able to read for specific information
about traditional arts.

1. Knowlegdes:

a. Vocabulary: words about music and arts.

b. Grammar: - comparisons: (not) as...as, the same as, different from.
- Express agreement: too & either.

2. Competences: Linguistic competence, cooperative learning and communicative competence.

3. Qualities: - Ss love music and arts.
- Ss love and be proud of the Vietnamese tradidional art forms

II. Teaching aids:

1. Materials: Text book, plan

2. Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedure

1. Checkup attendance.

2. Checkup the old lesson.

3. New lesson

Students' and teacher's activities	Contents
Activity 1. Warm up **Goal:** Discuss the questions about traditional Vietnamese performance.	
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.
Activity 2. Presentation **Goal:** Ss can know some vocabulary words related to the topic water puppetry	
- 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
Activity 3. Practice	
Goal: Ss can understand the text and do exercises.	
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 puppetteers. 4. They are made of wood 5. They are about everyday life in the countryside and about folk tales.

Activity 4. Further practice **Goal:** Match the types of music with the adjectives to describe them then play game.	
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…)	**II. Speaking**
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.	***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
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**

- Do exercise C in workbook.
- Prepare for the next lesson: Unit 4- Skills 2.

Teaching date 7A:……
7B:…….

UNIT 4: Music and Arts
Period 31: Skills 2

I. Objectives: By the end of the lesson, Ss will be able to:
- Listen to get information about an artist.
- Write an informal letter of invitation.

1. Knowlegdes:
a. Vocabulary: words about music and arts.
b. Grammar: - comparisons: (not) as...as, the same as, different from.
- Express agreement: too & either.

2. Competences: Linguistic competence, cooperative learning and communicative competence.
3. Qualities: - Ss love music and arts.
- Ss love and be proud of the Vietnamese tradidional art forms

II. Teaching aids:
1. Materials: Text book, plan
2. Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedure
1. Checkup attendance.
2. Checkup the old lesson.
3. New lesson

Students' and teacher's activities	**Contents**
Activity 1.Warm up **Goal:** To warm up the class and lead in the new lesson	
T asks some questions about music Ss answer the questions	
T asks Ss to talk about traditional music and arts Ss talk T introduces the lesson.	
Activity 2. Presentation **Goal:** Ss look at the picture and say what they know about Picasso.	
- 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.	**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.

<table>
<tr><td colspan="2">Activity 3. Practice
Goal: Ss can listen to the tape and do exercises.</td></tr>
<tr><td>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.</td><td>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)</td></tr>
<tr><td colspan="2">Activity 4. Further practice
Goal: Ss can write an informal letter of invitation</td></tr>
<tr><td></td><td>2. Writing
Informal letter of invitation.</td></tr>
</table>

- 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. - 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.	**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 ***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**
- Do exercises Workbook.
- Prepare: Looking back and project.

Teaching date 7A:……
7B:…….

UNIT 4: Music and Arts
Period 32: Looking back + Project

I. Objectives: By the end of the lesson, Ss will be able to look back the vocabulary, grammar, communication and do project related to the topic music and arts.
1. Knowlegdes:
a. Vocabulary: words about music and arts.
b. Grammar: - comparisons: (not) as...as, the same as, different from.
- Express agreement: too & either.
2. Competences: Linguistic competence, cooperative learning and communicative competence.
3. Qualities: - Ss love music and arts.
- Ss love and be proud of the Vietnamese tradidional art forms
II. Teaching aids:

1. Materials: Text book, plan
2. Equipment: computer accessed to the Internet, projector, loudspeaker
III. Procedure
1. Checkup attendance.
2. Checkup the old lesson.
-Teacher checks students' homework.
3. New lesson

Students' and teacher's activities	**Contents**
Activity 1.Warm up **Goal:** To warm up the class and lead in the new lesson	
T checks students' writing Ss give the writing to check T corrects T introduce the lesson	
Activity 2. Presentation **Goal:** Review vocabulary about music and art.	
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
Activity 3. Practice ***Goal:*** Use structures: As …as/ the same as/ different from.	
Ex3: Have Ss work in pairs or in groups and write their answers in their notebooks. T checks their answers.	**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

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.	***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
Activity 4. Further practice **Goal*:*** Ss can match the questions with the answers then talk about music and art. - Ss can know how to do project	
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. 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.	**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…. **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**

- Do all the last exercises of unit 4 in workbook.
- Prepare for the next lesson: Unit 5 – Getting started.

Teaching date: 7A.....
7B:……

unit 5: VIETNAMESE FOOD AND DRINK
Period 34: GETTING STARTED

I. Objectives.
By the end of the lesson, Ss will be able to:
- Understand the content of the dialogue.
- Ask and answer different traditional food.

1. Knowlegdes:
a. Vocabulary: Food and drink, appearance and taste of different foods and drinks, verbs for cooking.
b. Grammar: - Nouns (countable/uncountable)
- How much, How many?
- a/an,some,any…

2. Competences: Linguistic competence, cooperative learning and communicative competence.
3. Qualities: - Ss love cooking.
II. Teaching aids:
1. Materials: Text book, plan
2. Equipment: computer accessed to the Internet, projector, loudspeaker
III. Procedure
1. Checkup attendance.
2. Checkup the old lesson.
-Teacher checks students' homework.
3. New lesson

Teacher's and Students' activities	**Contents**
Activity 1. Warm up: **Goal:** Let students review some words which they have learnt about occupations	
- 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 …

<table>
<tr><td colspan="2">Activity 2. Presentation.
Goal: Ss can know some words about food and drink</td></tr>
<tr><td>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 newwords
- 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</td><td>1. Listen and read
* Vocabulary:
- tofu(n): đậu phụ
- eel (n): con lươn
- mineral water (n): nước khoáng
- turmeric (n): củ gừng
- shrimp (n): tôm
- omelette (n): trứng tráng</td></tr>
<tr><td colspan="2">Activity 3. Practice
Goal: Ss can understand the conversation and do the exercises</td></tr>
<tr><td>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)
- Ask students to do exercise b/49 page (How to do: Ask them to read the coversation 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)</td><td>2. Listen &read:

* Find the word about Food and Drink.
<table><tr><td>Food</td><td>Drink</td></tr><tr><td>meat</td><td>milk</td></tr></table></td></tr>
</table>

T corrects T asks students to do exercise a/49 page : answer the questions - Play game: "Lucky picture" in groups (two groups)	<table><tr><td>tofu</td><td>Juice</td></tr><tr><td>fried vegetables</td><td>mineral water</td></tr><tr><td>bread</td><td>orange juice</td></tr><tr><td>noodles</td><td></td></tr><tr><td>rice</td><td></td></tr></table> **** 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.
Activity 4. Further practice **Goal:** Ss can know about some more adjectives to talk about the food and drink	
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 T asks one student to describe his or her favourite food or drink. The rest of the	**3. Listen and repeat the adjectives.** *** other adjectives** acrid: hăng limber : mềm sickly : tanh bland : nhạt **4. Practice** 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……. **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.

class tries to guess which food or drink it is.	B: Is it lemonade? A: Yes, it is / No, try again.

*** Homework.**

- Learn newords by heart
- Prepare for the next lesson: A closer look 1: how to make omelette

Teaching date: 7A.....
7B:……

unit 5: VIETNAMESE FOOD AND DRINK
Period 35: A CLOSER LOOK 1

I. Objectives: By the end of the lesson, Ss will be able to:
- Use some verbs to make the pancake with some vegetables.
- Practice pronouncing /o/ and / o: / fluently.

1. Knowlegdes:
a. Vocabulary: Food and drink, appearance and taste of different foods and drinks, verbs for cooking.
b. Grammar: - Nouns (countable/uncountable)
- How much, How many?
- a/an,some,any…

c. Pronunciation: /o/ - / o: /
2. Competences: Linguistic competence, cooperative learning and communicative competence.
3. Qualities: - Ss love cooking.
II. Teaching aids:
1. Materials: Text book, plan, song
2. Equipment: computer accessed to the Internet, projector, loudspeaker
III. Procedure
1. Checkup attendance.
2. Checkup the old lesson.
-Teacher checks students' homework.
3. New lesson

Teacher's and students' activities	**Contents.**
Activity 1. Warm up: **Goal:** To warm the class	
T asks Ss sing a song about food and drink. Ss listen and sing	**Sing a song:** food and drink.

B. Presentation.

Goal: Help students to know some new words and talk about the instructions about omlette and a pancake.

- T uses some techniques to teach vocabulary **Checking: Rub out and remember:** - 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 - Put the nouns in the correct columns	**I. Vocabulary:** - heat (v): đun nóng - pour (v): rót - fold (v) gấp, cuộn - beat (v) đánh - serve (v) phục vụ - pepper (n) hạt tiêu ***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. ***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.

Activity 3. Practice.

Goal: Ss can pronounce the sounds / o / and / o: /

-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	**II. Pronunciation:** ***Ex 4. Listen and repeat the words. Pay attention to the sounds*** / o / and / o: /. - / 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
Activity 4. Further practice. **Goal:** Ss can talk about instruction they know	
- Ask some students to talk the instructions on how to make meal they know	

*** Homework.**

- Prepare for next the lesson: A closer look 2
- Learn by heart some words

Teaching date: 7A.....

7B:……

unit 5: VIETNAMESE FOOD AND DRINK

Period 36: A CLOSER LOOK 2

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

- Use *How much* and *How many* to ask about quantity.
- Distinguish countable nouns and uncountable nouns.

1. Knowlegdes:

a. Vocabulary: Food and drink, appearance and taste of different foods and drinks, verbs for cooking.

b. Grammar: - Nouns (countable/ uncountable)

- How much, How many?

- a/an, some, any…

2. Competences: Linguistic competence, cooperative learning and communicative competence.

3. Qualities: - Ss love cooking.

- Ss love food and drink in VietNam.

II. Teaching aids:

1. Materials: Text book, plan

2. Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedure

1. Checkup attendance.

2. Checkup the old lesson.

-Teacher checks students' homework.

3. New lesson.

Students' and Teacher's activities	**Contents.**
Activity 1. Warm up: **Goal:** Help students review the adjectives about food and drink which they've learnt	
- Two Ss go to the board and write the adjectives about food and drink they've learnt. - The person who writes more words is winner.	***Brainstorming:***
Activity 2. Presentation **Goal:** Help students know the difference between countable nouns and uncountable nouns and the uses of a, an, some and any.	
- 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. - Explain the use of a, an, some and any by analyzing the instructions and examples in 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… **2. Exercises** **Ex 1.** ***Key:*** **Countable:** banana, apple **Uncountable:** bread, beef, pepper, pork, turmeric, spinach. **Ex 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?
Activity 3: Practice **Goal:** Help students know to apply to do exercise	

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.	***Ex 3. Fill a/ an / some or any*** 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. Make questions with How much/ How many*** Example: How much milk do you drink every morning?
Activity 4. Further practice **Goal**: Ss can write more related to food or drink.	
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". Example: Team 1: egg Team 2: an egg …

*** Homework**:

- Prepare for the next lesson: Communication
- Learn by heart some words and grammar

Teaching date: 7A.....

7B:……

unit 5: VIETNAMESE FOOD AND DRINK
Period 37: COMMUNICATION
I. Objectives
By the end of the lesson, Ss will be able to talk about different types of Vietnamese food, drink and recipes.
1. Knowlegdes:
a. Vocabulary: Food and drink, appearance and taste of different foods and drinks, verbs for cooking.
b. Grammar: - Nouns (countable/ uncountable)
- How much, How many?
- a/an, some, any…
2. Competences: Linguistic competence, cooperative learning and communicative competence.
3. Qualities: - Ss love cooking.
- Ss love food and drink in VietNam.
II. Teaching aids:
1. Materials: Text book, plan
2. Equipment: computer accessed to the Internet, projector, loudspeaker
III. Procedure
1. Checkup attendance.
2. Checkup the old lesson.
-Teacher checks students' homework.
3. New lesson.

Students' and Teacher's activities	**Contents.**
Activity 1. Warm up **Goal:** Review some words about food and drink	
- Divided the class into two teams - Ask students to talk words about food and drink.	
Activity 2. Presentation **Goal:** Help students know some new words about food and drink	
- Elicit some new words through translation and situations. - Have Ss understand the meaning of the words.	**1. Vocabulary:** - sticky rice: (n) xôi - sauce: (n) nước sốt
Ss predict. - Read aloud 3 times and then have students read individually. ***Checking vocab: Rub- out and remember**	- sausage: (n) xúc xích - yoghurt: (n) sữa chua - tuna: (n) cá ngừ - ham : (n) giăm bông
Activity 3. Practice **Goal:** Help students know how to ask and answer about their favorite food and drink	

- Play the recording → Ss listen and check their predictions. - First, have Ss read the questions in the table carefully and ask them to note their answers. Then ask Ss to share their answers in pairs to find out what they have in common their partners. -Ask Ss to move around and ask different classmates every question.	**2. Practice** ***Ex1. Listen to a celebrity chef, Austin Nguyen talking about his favorite food. Which food in Extra vocabulary does he talk about?*** ***Ex2: What are your favorite foods and drinks? Write your answers in the table below.*** *Example:* My favorite food is spring roll. It tastes delicious. ….
Activity 4. Further practice **Goal:** Ss can interview some students about their favorite foods and drinks	
- T calls on some Ss to report the results of the ir interviews before the whole class.	***Ex3. Interview three students about their favorite foods and drinks.*** ***Ex4. Report your results to the class.***

*** Homework.**

- Prepare for Skills 1: how to made Pho, omplette and cook rice
- Learn by heart some new words.

Teaching date: 7A.....
7B:……

unit 5: VIETNAMESE FOOD AND DRINK

Period 38: SKILLS 1

I. Objectives: By the end of the lesson, Ss will be able to:
- Know how to make a bowl of noodles "Pho" and omelette.
- Read for specific information about Pho, a popular food in Viet Nam.

1. Knowlegdes:
a. Vocabulary: Food and drink, appearance and taste of different foods and drinks, verbs for cooking.
b. Grammar: - Nouns (countable/ uncountable)
- How much, How many?
- a/an, some, any…

2. Competences: Linguistic competence, cooperative learning and communicative competence.
3. Qualities: - Ss love cooking.
- Ss love food and drink in VietNam.

II. Teaching aids:
1. Materials: Text book, plan
2. Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedure
1. Checkup attendance.
2. Checkup the old lesson.
-Teacher checks students' homework.
3. New lesson.

Teacher's and students' activities	**Contents.**
Activity 1. Warm up: ***Goal:*** Help students know contents which they are going to read	
T asks Ss to look at the picture of a bowl of Pho. Ask them: - 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? Ss give the answers.	
Activity 2. Presentation ***Goal:*** Help students know some words about "Pho"	
- T uses some techniques to present new words **- Check understanding: Rub-out and remember.**	**I. Reading** **1. New words:** stew (v) : hầm bone (n): xương broth (n) : nước luộc thịt, nước xuýt boneless (adj) không xương teaspoon (n): thìa cà phê pinch (n): nhúm ingredient (n): thành phần
Activity 3. Practice ***Goal:*** Ss can answer the questions about reading. Ss can ask and answer about how to cook an omelette and rice.	

- Ex2: - Ask Ss to scan the passage to answer the questions. - T gives the feedback. - T asks Ss to note where they found the information that help them to answer the questions. - Ask students to read the list of ingredients for an omelette - Ask and answer questions about the ingredients for an omelette. - T asks Ss to work individually, using the phrases in the box to complete the instructions on how to cook an omelette	**2. Answer the questions.** 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. **II. Speaking:** **Ex3. Look at the list of ingredients below. Work in pairs. Ask and answer questions about the ingredients for an omelette.** ***Example:*** A: I want to cook an omelette. What ingredients do I need? B: You need eggs, salt, pepper, oil A: How much salt do I need? B: a pinch of salt … **Ex 4. Look at the picture of how to cook an omelette.** 1.d 2.e 3.a 4. b 5. c
Activity 4. Further practice ***Goal:*** Ss can talk about how to cook an omelette and rice	
-T have Ss work in pairs and practice -Ss work in pairs. -T calls some pairs to demonstrate before whole class. - T invites some Ss to comments and gives T's feedback.	**Ex 5. Work in pairs. Practicing giving instructions on how to make a dish or drink.**

*** Homework.**
- Write how to make a bowl of noodles " Pho" and omelette, and cook rice
- Prepare: Skills 2: make notes about some popular foods or drinks

Teaching date: 7A.....
7B:……

unit 5: VIETNAMESE FOOD AND DRINK
Period 39: SKILLS 2

I. 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. Knowlegdes:

a. Vocabulary: Food and drink, appearance and taste of different foods and drinks, verbs for cooking.

b. Grammar: - Nouns (countable/ uncountable)

- How much, How many?
- a/an, some, any…

2. Competences: Linguistic competence, cooperative learning and communicative competence.

3. Qualities: - Ss love cooking.

- Ss love food and drink in VietNam.

II. Teaching aids:

1. Materials: Text book, plan

2. Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedure

1. Checkup attendance.

2. Checkup the old lesson.

-Teacher checks students' homework.

3. New lesson.

Teacher's and students' activities	**Contents**
Activity 1. Warm-up **Goal:** to warm up the class	
T asks Ss to talk how to cook rice or omlette. Ss do it T corrects the mistakes	
Activity 2. Presentation	
Goal: Ss can understand the conversation and do the exercises.	

T asks Ss to read the instructions carefully and remind them to remember the name of three places and three dishes mentioned in the conversation they are going to listen. T gives some vocabulary in the listening. Ss listen and copy. Ss read the words	
T introduces the listening	*** Vocabulary** Chily Pepper Turmeric Shrimp eel pork rice noodles
T plays the recording.	**I. Listening** 1.***Match the places with the dishes.*** **Key:**
T asks Ss to read the rubric and study the table carefully. Ss read the rubic and study the map carefully. T calls on some Ss to write their answers on the board. T corrects	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
Activity 3. Practice **Goal:** Ss can make note and write a paragraph about some popular foods or drinks where they live.	
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.	**II. Writing** ***3. Make notes about some popular foods or drinks in your neighbourhood.*** **Eg:** **1. Name of the drink**: Lemonade **2. Ingredients:** lemon, sugar, warter, ice **3. How to make them** - Put sugar in a glass.

T asks Ss to write a paragraph about some popular foods or drinks where they live Ss write T corrects	- Put the water in the glass. - Cut the lemon in half. - Wring the lemon. - Stir the mixture of water, lemon and sugar. - Put more ice into the glass if you want. **4. Write a paragraph**
Activity 4. Further practice **Goal:** Ss can talk a paragraph about some popular foods or drinks where they live.	
T asks Ss to talk a paragraph about some popular foods or drinks where they live Ss talk T corrects	

*** Homework.**

- Complete the writing tasks into your notebook.
- Do exercise E 1, 2 (workbook)
- Prepare for the next lesson: Looking back & Project**.**

Teaching date 7A:……
7B:…….

UNIT 5: VIETNAMESE FOOD AND DRINK

Period 40: Looking back and project

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

- Cover the whole unit and do exercises.
- Know some ways of using " a/ an / some and any…".

- Practise communication.

1. Knowlegdes:

a. Vocabulary: Food and drink, appearance and taste of different foods and drinks, verbs for cooking.

b. Grammar: - Nouns (countable/ uncountable)

- How much, How many?
- a/an, some, any…

2. Competences: Linguistic competence, cooperative learning and communicative competence.

3. Qualities: - Ss love cooking.

- Ss love food and drink in VietNam.

II. Teaching aids:

1. Materials: Text book, plan

2. Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedure

1. Checkup attendance.

2. Checkup the old lesson.

-Teacher checks students' homework.

3. New lesson.

Teacher's and students' activities	**Contents**
Activity 1. Warm up **Goal:** To warm up the class	
T asks Ss talk some popular foods or drinks where they live Ss talk T corrects the mistakes	Talk some popular foods or drinks where they live
Activity 2. Presentation **Goal:** Review the vocabulary about food and drink.	
- Ask Ss to work individually. - T calls on some Ss to go to the board and add the words or phrases they have learnt to the column.	**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…

-Ask Ss to work in pairs. -Ss read the sentences carefully, and complete them with the verbs from the box.	**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.** 1. Fold 2. Pour 3. Beat 4. Heat 5. Serve
Activity 3. Practice **Goal:** Review a, an, some, any to do exercises.	
-T asks Ss to work individually first. -Ss do exercise 3,4,5. -T asks Ss to go to the board and write. -T comments and check	**Exercise 3. Choose a/ an or some for the following words.** **Key:** 1. a 2. some 3. some 4. some 5. some 5. some 6. some 7. an 8. some **Exercise 4. Complete the sentences with some or any.** 1.any 2.some 3.any 4.some/ any 5.any/ some 6. **Exercise 5. Make questions with How many/ How much for the underlined words in the following sentences.** 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?
Activity 4. Further practice **Goal:** Students complete the conversation and practice with a partner.	

-T asks Ss to role – play in pairs.	**Ex6: Choose sentences (A-D) to complete the following conversation. Practice the conversation with a partner.** ***Key***: 1-D 2-B 3-A 4-C

*** Homework.**
- T explains the project
- Ss remember
- T asks them to do at home: Project

Teaching date 7A:……
7B:…….

Period 41: REVISION

I. Objectives:
1. Knowlegde:
Review all the knowledge in unit 4 and unit 5.
- Vocabulary about music and arts, Vietnamese food and drink
- Grammar: Comparisons, either/too; countable/uncountable nouns; a/ an/ some/ any

2. Competences: Linguistic competence, cooperative learning and communicative competence.
3. Qualities: Ss love music and arts, food and drink in VietNam.
II. Teaching aids:
1. Materials: Text book, plan
2. Equipment: computer accessed to the Internet, projector, loudspeaker
III. Procedure
1. Checkup attendance.
2. Checkup the old lesson.
-Teacher checks students' homework.
3. New lesson.

Teacher's and students' activities	**Contents**
Activity 1. Warm up **Goal:** Help Sts repeat the topic of unit 4,5.	
- Chatting: Ask Ss to repeat the topic of unit 4,5. T asks Ss some questions	-Unit 4: Music and arts - Unit 5: Vietnamese food and drink

Ss answer the questions T introduces the lesson	**Chatting** - Who is your favourite actor?/ actress? - What kind of music do you like ? - What is your favourite food? - What is your favourite drink?
Activity 2. Grammar **Goal:** Help students review the uses of comparisons , countable and uncountable nouns.	
- T asks sts to repeat comparisons. -T explains the difference between countable nouns and uncountable nouns by using a pen, two pens, a ruler, two rilers… - Ss give some more examples. - Give notes for uncountable nouns we can use phrases like a bottle of**…** T asks Ss to retell the way to use: Too, so, neither, either. Ss retell the way to use: Too, so, neither, either and give examples.	**1. Comparisons** - as + adj + as to show that two things are similar. Not as + adj + 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. **2. 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… *** The ways to use of a, an, some, any** *** How much, How many** **3. Too, so, neither, either**
Activity 3. Practice **Goal:** Help Ss do some exercises.	
*** Reading** T focuses on how to do T/F exercises Ss read the statements first Ss scan the passage to find the information Ss compare the information with the statements	***Exercise D1 – page 40workbook)*** (sachmem) 1. T 2. F 3. T 4. T

Ss: Decide whether the statement is T or F Ss write T/F on your paper test. Ss reading comprehension: ***Grammar:** -T asks Ss to work individually first. -Ss do exercise . -T asks Ss to go to the board and write. -T comments and checks T asks Ss to do exercise part Writing in exercise's book Ss do exercise	5. F ***Exercise E1 P34 workbook.*** **Key:** 1.The tickets to the show cost too much. 2. Giang can't paint as well as Khanh can. 3. A lot of children are attracted by Charles Dickens' novels. 4. Her book is different from mine. 5. It only takes us half an hour to get to the art gallery… **Ex: Complete the sentences with some or any.** 1. There aren't …….bananas in the fridge. 2. Would you like…….milk? 3. Is there……..apple juice in the fridge? 4. They have got ……apples but they haven't got ……..sugar. 5. I went fishing but I didn't catch……. fish, so we had……. bread for dinner. **Keys** 1.any 2.some 3.any 4.some/ any 5.any/ some

3. Homework.
Ss review Unit 4,5
Ss prepare for a 45-minute test .

Teaching date 7A:……
7B:…….

Period 42: THE SECOND 45-MINUTE TEST

I.OBJECTIVES :

By the end of the lesson, T is able to check their Ss' language knowledge, basic skills. This will help T has a suitable teaching approach.

1. Knowledge:

***Grammar:** *review*

***Vocabulary:** *review*

2. Skills: Reading, writing, listening, speaking

3. Qualities: To do the test in a serious and strict manner

II. PREPARATION

1. Teacher: Test paper, chalk…

2. Students: pen,…

III.THE CONTENTS

1. Matrix of the Test

<table>
<tr><td rowspan="2">Chủ đề</td><td colspan="2">Nhận biết</td><td colspan="2">Thông hiểu</td><td colspan="2">Vận dụng</td><td>Cộng</td></tr>
<tr><td>TNKQ</td><td>TL</td><td>TNKQ</td><td>TL</td><td>TNKQ</td><td>TL</td><td></td></tr>
<tr><td>Listening</td><td>Phonetic</td><td></td><td></td><td></td><td>Picasso</td><td></td><td></td></tr>
<tr><td>Số câu: 8</td><td>Số câu: 4</td><td rowspan="3"></td><td></td><td rowspan="3"></td><td rowspan="3">Số câu: 4
Số điểm: 1đ
Tỉ lệ 10%</td><td rowspan="3"></td><td>Số câu: 8</td></tr>
<tr><td>Số điểm: 2đ</td><td>Số điểm: 1đ</td><td></td><td>Số điểm: 2đ</td></tr>
<tr><td>Tỉ lệ 20%</td><td>Tỉ lệ 10%</td><td></td><td>Tỉ lệ 20%</td></tr>
<tr><td>Language Focus</td><td></td><td>Vocabularies</td><td>Grammar
Vocabula-ries
Phonetic</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Số câu: 12
Số điểm: 3đ
Tỉ lệ 30%</td><td></td><td>Số câu:4
Số điểm :1đ
Tỉ lệ 10%</td><td>Số câu:8
Số điểm: 2đ
Tỉ lệ 20%</td><td></td><td></td><td></td><td>Số câu: 12
Số điểm: 3đ
Tỉ lệ 30%</td></tr>
<tr><td>Reading</td><td></td><td></td><td></td><td>Water puppetry</td><td>Water puppet</td><td></td><td></td></tr>
</table>

					ry		
Số câu: 06				*Số câu: 06*			*Số câu: 06*
Số điểm: 3đ				*Số điểm: 3đ*			*Số điểm: 3đ*
Tỉ lệ 30%				*Tỉ lệ 30%*			*Tỉ lệ 30%*
Writing				Reorder words or phrases		Comprasi on	
Số câu: 04				*Số câu:2*		*Số câu:2*	*Số câu: 04*
Số điểm: 2đ				*Số điểm: 1đ*		*Số điểm: 1đ*	*Số điểm: 2đ*
Tỉ lệ 20%				*Tỉ lệ: 10%*		*Tỉ lệ 10%*	*Tỉ lệ 20%*
Tổng số câu: 30	Tổng số câu: 14		Tổng số câu: 12		Tổng số câu: 4		**Tổng số câu: 30**
Tổng số điểm: 10đ	Tổng số điểm: 4đ		Tổng số điểm: 4đ		Tổng số điểm: 2đ		**Tổng số điểm: 10đ**
Tỉ lệ 100%	Tỉ lệ 40%		Tỉ lệ 40 %		Tỉ lệ 20%		**Tỉ lệ 100%**

2.The Test (45')

A.Listening:

I.**Listen to the sentences and circle the word you hear (1.0 m)**

1.	Can you see the ***cod/cord*** over there?
2.	It is very small ***pot/port***.
3.	Tommy doesn't like these ***spots/sports***.
4.	Where can I find the ***fox/forks***?

II. Look the picture, listen and fill the missing words of the instructions below (1.0 m)

1.	When was Picasso born?							
	A.	In 1880	B.	In 1881	C.	In 1896	D.	In 1973
2.	What's his job?							
	A.	An artist	B.	A teacher	C.	A worker	D.	A actor
3.	Picasso received artistic training from his father at_____.							

	A.	seven	B.	thirteen	C.	twenty	D.	thirty
4.	Where did Picasso die?							
	A.	In Malaga	B.	In Barcelona	C.	In Mougins	D.	In London

B. Language Focus

I.Fill in the blanks with the words given in the box (1.0m)

anthem heat compulsory yoghurt

1.English is one of the _____ subject at school.
2.Vietnam's national _____ *Tien Quan Ca* was composed by Van Cao.
3._____ the frying pan and add cooking oil.
4.My favourite food is _____.

II.Choose the best answer A,B,C or D (2.0ms)

1.	_____is a traditional art form in Vietnam.							
	A.	Gangnam	B.	Ballet	C.	Dance	D.	Water puppetry
2.	My favourite _____ is beef noodle soup.							
	A.	drink	B.	food	C.	ingredient	D.	seafood
3.	I don't like banana, and she doesn't like it, _____.							
	A.	either	B.	neither	C.	too	D.	so
4.	The puppets are made _____ wood and then painted.							
	A.	up	B.	by	C.	from	D.	of
5.	Can you give me a bottle of _____?							
	A.	salt	B.	rice	C.	pepper	D.	cooking oil
6.	There aren't _____ eggs in the fridge.							
	A.	any	B.	some	C.	a	D.	an
7.	***Which underlined sound is different?***							
	A.	musi***c***ian	B.	o***c***ean	C.	turmeri***c***	D.	spe***c***ial
8.	_____milk do you need? - Just a little.							
	A.	How many	B.	How much	C.	How often	D.	How

C.Reading

Vietnamese water puppetry is a unique traditional art form. It's said that "*Not watching*
a performance of water puppetry means not visiting Vietnam yet". That's why water puppetry is a must-see show for tourists in Vietnam. Watching this show can help you escape from your busy life and refresh your minds with unforgettable moments. During the shows, you can only see the puppets and a small folk orchestra of about 7 people; the puppeteers stand behind a curtained backdrop in a pool. All puppets are made of fig wood which goes along well with water. Then they are carved and painted. The themes of the shows are very familiar to Vietnamese people. **They** focus on the daily life of farmers and common aspects of Vietnamese spiritual life.

I. Read and write True (T) or False (F) (2.0ms)

1. Water puppetry is a unique traditional art form in Vietnam._____
2. Tourists must see water puppetry show when traveling in Vietnam._____
3. The puppeteers stand next to a pool to control the puppets_____

4. The themes of the shows are different from Vietnamese people._____

II. Read and answer the questions (1.0m)

1.What is water puppetry?

→.....

2. What are the puppets made of?

→.....

D.Writing

I.Reorder the words and phrases into the meaning sentences (1m)

1. How many / do / need / apples / you?

→.....

2. tell /me /how to/ Can/ you/ cook rice?

→.....

II.Rewrite the sentences without changing the meaning (1m)

1. Classical music is not the same as modern music *(different from)*

→ Classical music is.....

2. The Andes mountain range is more longer than The Himalayas mountain range *(not as…as)*

→ The Himalayas mountain range is the .....

*** Homework**

- Prepare for the next lesson: Unit 6: Getting started.

Teaching date 7A:……

7B:…….

Period 43: CORRECTING THE SECOND 45-MINUTE TEST

I.Objectives: By the end of the lessson, Ss will be able to:

- Find the mistakes for all the exercises which they have done in the 45' test and correct themselves.
- Know the answer keys.
- Encourage students to study harder to get good mark for the next writing test

1. Knowledge: review from unit 4 to 5

2. Skills: Listening, speaking, writing and reading.

3. Qualities: Ss pay attention the lesson, study in a serious and strict manner and be self-conscious

II. Teaching aids:

1. Teacher: Text-book, lesson plan, real things...
2. Students: Text-books, notebooks...
III. Procedure:
1. Organization:
-Greeting
- Check attendance
2. Check up the old lesson:
- Ask sts to rewrite the structures.
3. New lesson
Activity 1 : Giving general feedbacks (10')

Teacher's and Ss'activities	**Content**
-T gives the test paper to Ss and gives the general feedbacks -Ss get the test paper and Check again -T summarize the common corrects	

Activity 2 : Correct the Test (25')

Teacher's and Ss'activities	**Content**

***To correct Listening part**

-T play the recording again to Ss check the correct answers

-T give the correct answers

***To correct Use of Language part**

-T explains the answer for Ss

***To correct Reading part**

-T calls Ss to read aloud the reading

-Ss work in pairs to answer the questions again

-T corrects

A.Listening

I. 1.0m (0.25m/1sentence)

N. o	Sentences	Ms
1	cod	0.25
2	port	0.25
3	sports	0.25
4	fox	0.25

II. 1.0ms (0.25m/1sentence)

N. o	Sentences	Ms
1	B	0.25
2	A	0.25
3	A	0.25
4	C	0.25

B-Language Focus

I.1.0ms (0.25m/1sentence)

N. o	Sentences	Ms
1	Compulsory	0.25
2	Anthem	0.25
3	Heat	0.25
4	Yoghurt	0.25

I.2.0ms (0.25m/1sentence)

N. o	Sentences	Ms
1	D	0.25
2	B	0.25
3	A	0.25
4	D	0.25
5	D	0.25
6	A	0.25
7	C	0.25
8	B	0.25

C-Reading

I. 2.0ms (0. 5m/1sentence)

N. o	Sentences	Ms
1	T	0.5

***To correct Writing part**
-T reminds the structure again to explain for the answers

2	T	0.5
3	F	0.5
4	F	0.5

II. 2. (0.5m /1sentence).

N. o	Sentences	Ms
1	Vietnamese water puppetry is a unique traditional art form	0.5
2	All puppets are made of fig wood which goes along well with water	0.5

D-Writing
I. 2. (0.5m /1sentence).

N. o	Sentences	Ms
1	How many apples do you need?	0.5
2	Can you tell me how to cook rice?	0.5

II. 2. (0.5 /1sentence).

N. o	Sentences	Ms
1	Classical music is different from modern music	0.5
2	The Himalayas mountain range is not as long as the Andes mountain range	0.5

*Homework:
-Prepare for the next lesson : Unit 6: Getting Started

Date of preparation	Date of teaching	Class	Absentees
		7A	
		7B	

Period 44:
UNIT 6: THE FIRST UNIVERSITY IN VIETNAM
Lesson 1: Getting started

I. Objectives: By the end of the lesson, Ss will be able to:
- Understand the content of the dialogue.
- Ask and answer questions about historic places such as " the Temple of

Literature and the Imperial Academy."

1. Knowlegdes:

a. Vocabulary: Historic places and things, things to take on a trip

b. Grammar: Passive voice **;** Give advice

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

3. Qualities: Ss will be more responsible for studying and more aware of protecting their school.

II. Teaching aids:

1. Materials: Text book, plan

2. Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedure

1. Checkup attendance.

2. Checkup the old lesson: During the lesson

3. New lesson.

Students' and teacher's activities	**Contents**
Activity 1. Warm up **Goal:** Help students know the contents of dialogue they are going to learn.	
-T introduces some thing about the Temple of Literature and the Imperial Academy and asks Ss some questions: +Who are they? + What are they doing ? + What are theytalking about ? Ss look at the picture and answer the questions.	
Activity 2. Presentation **Goal:** Help students know some new words	
- Elicit some newwords (Pictures, realias,situations…) - Ss read the new words. - Call on some sts read. - Play the recording. Ss listen and read.	**I. New words** - Imperial Academy (n): Quốc Tử Giám - Historic (adj): nổi tiếng hoặc quan trọng trong lịch sử - Cultural (adj): thuộc văn hóa. - Surround (v): bao quanh - Definitely (adv) = completely.
Activity 3. Practice **Goal:** Understand the contents of dialogue to do exercises**.**	
- Ss can read the conversation in pairs and answer the questions.	**II. Listen & read:** **1. Listen & read:**

T corrects and gives the feedback. - T asks Ss to read the conversation again and underline the things Mai needs to take and why. Ss look at the table and tick the items they would like to take with them. Ss work in pairs.	**a) Read the conversation again and answer the questions:** 1. She is 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 11 century. 4. In the center of Ha Noi. 5. Because It will be cold. **b) 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. **2. Imagine that you are going to take a trip to a temple or a pagoda.** **a) Look at the table and tick the items you would like to take with you.** **b) Work in pairs** Example: I'll take warm clothes because it'll be cold.
Activity 4. Further Practice **Goal:** Help students know how to prepare things and give advice about what to take and what not to take on the trip.	
- Ask Ss to ask and answer the questions in groups about how to plan a trip to a place.	**Give advice to your partners.** Examples: Partner A : I want to take a trip to Sapa. Partner B : You'd better take warm clothes because it's cold. **3.Make arrangements for the trip** Example: A: Where will you go? B: We'll go to Huong Pagoda. A: When will you go? B: …..

3. Guides for homework

T asks Ss to ask and answer the questions in groups about how to plan a trip to a place.

Examples:
Partner A : I want to take a trip to Sapa.
Partner B : You'd better take warm clothes because it's cold.

- Prepare for the next lesson: A closer look 1.
- Learn by heart some new words.

Date of preparation	Date of teaching	Class	Absentees
		7A	
		7B	

Period 45
UNIT 6: THE FIRST UNIVERSITY IN VIETNAM
Lesson 2: A closer look 1

I. Objectives: By the end of the lesson, Ss will be able to:
- Know about some historic places in Viet Nam.
- Practice pronouncing / **tʃ** / and / **dʒ**/ fluently.

1. Knowlegdes:
a. Vocabulary: Historic places and things, things to take on a trip
b. Grammar: Passive voice **;** Give advice
c. Pronunciation: / **tʃ** / and / **dʒ**/
2. Competences: Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence
3. Qualities: Ss will be more responsible for studying and more aware of protecting their school.

II. Teaching aids:
1. Materials: Text book, plan
2. Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedure
1. Checkup attendance.
2. Checkup the old lesson: Write the newwords in the previous lesson.
3. New lesson.

Students' and teacher's activities	**Contents**
Activity 1.Warm up **Goal:** Warm up the class.	
Matching: T asks Ss to match the words with the pictures Ss do it	**Ex1: Matching** Key: 1.d 2.c

	3.e 4.b 5a
Activity 2. Presentation **Goal:** Help students know some famous historic places and describe the layout of the Temple of Literature and the Imperial Academy.	
- Uses some techniques to teach vocabularies. - Ss read . - T plays the recording twice. Ss guess the names of five sections (1-5) in the layout. - T has Ss describe the layout using the prepositions suggested. - T may ask some to write the sentences on the board.	**1. Vocabulary:** - well (n) : giếng - stone tablet (n): bia đá - pavilion (n): đình, tạ - heritage (n): di sản - architectural (adj): thuộc kiến trúc. ***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.
Activity 3. Practice **Goal:** Practice pronouncing / **tʃ** / and / **dʒ**/ fluently.	
-T models the sounds / **tʃ** / and / **dʒ** / first and then play the recording. -T asks Ss to practice the sounds together and write the words in the correct columns.	**Pronunciation:** ***4. Listen and write the words in the correct columns. Pay attention to the sounds*** / **tʃ** / and / **dʒ** /. - / **tʃ**/ : children, chair, architectural, cultural, watch, teach, question. - / **dʒ** / : job, jeans, engineer, heritage, village.
-T plays the recording and Ss repeat. - Ss sing the chant	***5. Listen and repeat the chant.*** ***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
Activity 4. Further Practice	

Goal: Ss can find more some historic places in Viet Nam	
T asks Ss to find more Some historic places in Viet Nam Ss share their answer with their friends T corrects	

***Homework**
- Prepare for next lesson: A closer look 2.
- Learn by heart some words.
- Describe the layout of the Temple of Literature and the Imperial Academy.

Date of preparation	Date of teaching	Class	Absentees
		7A	
		7B	

Period 46:
UNIT 6: THE FIRST UNIVERSITY IN VIETNAM
Lesson 3: A closer look 2

I. Objectives: By the end of the lesson, Ss will be able to master the form, the use of the present simple passive.
1. Knowlegdes:
a. Vocabulary: Historic places and things, things to take on a trip
b. Grammar: The present simple passive, the past simple passive
2. Competences: Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence
3. Qualities: Ss will be more responsible for studying and more aware of protecting their school.
II. Teaching aids:
1. Materials: Text book, plan
2. Equipment: computer accessed to the Internet, projector, loudspeaker
III. Procedure
1. Checkup attendance.
2. Checkup the old lesson: During the lesson
3. New lesson.

Students' and teacher's activities	**Contents**
Activity 1. Warm up	
Goal: Warm up the class.	
T asks Ss to describe the layout of the Temple of literature and the Imperial Academy. Ss describe the layout of the Temple of literature and the Imperial Academy	
Activity 2. Presentation **Goal:** Help students understand about the present and past simple passive.	

T asks Ss to look at the table and explains how the present simple passive is used. Ss listen and copy	**1. The present simple passive.** Eg: Active: People speak English all over the world. Passive: English is spoken all over the world. **Form** Affirmative: S + be + Ved/ p2 + (by sb). Negative: S + be not + Ved/ p2 + (by sb). **The use:** We use the present simple passive when the action is more important than the person who does it. **New words.**
T teaches some words Ss repeat the 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
T asks Ss to look at the table and explains how the past simple passive is used. Ss listen and copy and gives exercises	**2. The past simple passive.** S + was/were + Ved/p2 + (by sb) S + wasn't/weren't + Ved/p2 + (by sb)
Activity 3. Practice **Goal:** Help students do exercises about the present and past simple passive.	
T asks Ss to do the grammar exercise individually. Ss do it T corrects	**1. Complete the passage using the past participle.** ***Key:*** 1. located 2. surrounded 3. displayed 4. taken

T has Ss study the example to know how to write the sentences. T asks Ss to write sentences individually. T corrects	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.
*** Groupwork** - Time: 3 minutes - Divide the class into two teams - Ask Ss to make sentences with presents simple passive to talk about the Temple of Literature. - Member in each team will write a sentence with presents simple passive. - The team which has right sentences will win.	**3. Using the words in the box to make sentences.** Eg: The Temple of Literature is surrounded by brick walls.
T asks Ss to do exercise 4 Ss work individually. T corrects the mistakes.	**4. Complete the sentences with the past simple passive.** **Key:** 1. was 2. constructed 3. were 4. regarded 5. renamed
T asks Ss to read and put the passage in the correct order. Ss do it T corrects	**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**
Activity 4. Further Practice **Goal:** Ss can make sentences in the present and past passive voice	
T asks Ss to make sentences in the present and past passive voice about the places below Ss do it T corrects	***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.

*** Homework**

- Learn by heart some words and grammar.

- Prepare for the next lesson: Comunication

Date of preparation	Date of teaching	Class	Absentees
		7A	
		7B	

Period 47
UNIT 6: THE FIRST UNIVERSITY IN VIETNAM
Lesson 4: Communication

I. Objectives: By the end of the lesson, Ss will be able to talk about what they should do and shouldn't do while taking tourist trips.
1. Knowlegdes:
a. Vocabulary: Historic places and things, things to take on a trip
b. Grammar: Giving advice: should, shouldn't
2. Competences: Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence
3. Qualities: Ss will be more responsible for studying and more aware of protecting their school.
II. Teaching aids:
1. Materials: Text book, plan
2. Equipment: computer accessed to the Internet, projector, loudspeaker
III. Procedure
1. Checkup attendance.
2. Checkup the old lesson: During the lesson
3. New lesson

Students' and teacher's activities	**Contents**
Activity 1. Warm up	
Goal: Help students to review the way to give advice.	
Play game. -Students work in two groups. Team 1: Make sentences with "should" Team2: Make sentence with "shouldn't"	

Activity 2. Presentation **Goal:** Help students know how to give some advice.	
- Explain and give some advices -Have Ss understand the meaning of them -Ss predict. -Read aloud three times and then have students make sentences individualy.	1. Tips for trips. * Giving advice -in advance (adv) trước -You'd better…..because… -It's a good idea to ….. because… -I think you should…… -You'd better…..so (that)….. Eg:You'd better book a hotel in advance so that you are sure you have a room.
Activity 3. Practice **Goal:** Give some advices for trips.	
- Ss work individually: Imagine some overseas friends are planning a trip to Ha Noi. Advice them what they should and shouldn't do.Write Do or Don't in each box. -Then work in pairs.Give advice.	***a. Imagine some overseas friends are planning a trip to Ha Noi. Advise them what they should and shouldn't do. Write Do or Don't in each box.*** 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 ***b. Give advice in pairs.*** *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.
Activity 4. Further Practice **Aim:** Ss can make sentences with passive voice	
Game cards. -Preparation: Ss have five piece of paper on which the following phrases are written: grow rice,speak English, keep	**2. Game cards.** **b. Instructions:** Example:
the keys here, visit Van Mieu, do the home work , grow flowers and trees… -T explain how the game is played (Each studentin the first group chooses one card at the random.She/he shows the card and makes a sentence with phase written on it using the present simple	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. …..

passive voice.	

*** Homework:**
- Prepare for Skills 1: Find out the history of the Imperial Acadamy.
  + When was it founded?
  + Who was on of the most famous teachers at the Imperial Acadamy?
- Do exercises in the workbook.

Date of preparation	Date of teaching	Class	Absentees
		7A	
		7B	

Period 48
UNIT 6: THE FIRST UNIVERSITY IN VIETNAM
Lesson 5: Skills 1
I. Objectives: By the end of the lesson, Ss will be able to:
- Know about some famous scholars and Emperors in Viet Nam.
- Read a passage about the first university in Viet Nam for specific information.

1. Knowlegdes:
a. Vocabulary: Historic places and things, things to take on a trip
b. Grammar: Giving advice: should, shouldn't
2. Competences: Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence
3. Qualities: Ss will be more responsible for studying and more aware of protecting their school.
II. Teaching aids:
1. Materials: Text book, plan
2. Equipment: computer accessed to the Internet, projector, loudspeaker
III. Procedure
1. Checkup attendance.
2. Checkup the old lesson: During the lesson
3. New lesson

Students' and teacher's activities	**Contents**
Activity 1. Warm up **Goal:** Warm up the class.	
T asks Ss to make sentences with should, shouln't Ss do it	

T corrects	
Activity 2. Presentation **Goal:** Ss can know some vocabulary words about the Imperial Acadamy.	
- T uses some techniques to present new words. - Check understanding: Rub- out and remember. -T asks Ss to look at the pictures and discuss the questions. *1. Do you think the Temple of Literature- the Imperial Academy is a good English name for Van Mieu - Quoc Giam?* *2. Why do many Ss pay a visit to the Temple of Literature - the Imperial Academy before their exam?* *3. What do you think will happen to this historic place in the future?*	**I. Reading** *** Vocabulary.** - sattue (n) - recognize (v) - recognition(n) -reconstruct(v) = rebuild **Ex1. Before you read, work in groups and answer the questions:**
Activity 3. Practice **Goal:** Help students read about the Imperial Acadamy and do exercise	
- Ask Ss to scan the passage to answer the questions. T gives the feedback. - T asks Ss to note where they found the information that help them to match. Summary history of the Imperial Acadamy. -When was it founded?	**Ex 2: Read the passage and answer the questions**. 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. **Ex 3. Read the passage again and match the time in A with the events in B.** **Key:**
- Who was on of the most famous teachers at the Imperial Acadamy?	1D 2A 3B 4C
Activity 4. Further practice **Goal:** Help students talk about four famous people by looking the four statues.	

- T asks Ss to do exercise 4 in groups. And ask some Ss to give answers in front of the class. The rest of the class listens and gives comments. T gives the key and Ss check. Ss work in groups.	**Ex 4. Look at the four statues and talk about them.** Key: - Emperor Ly Thanh Tong is considered the founder of the Temple of Literature. -Emperor Ly Nhan Tong is regarded as the builder of the Imperial Academy. -The erection of the first doctors' stone table was ordered by King Le Thanh Tong.

*** Homework**

-Learn by heart new words.
-Do ex. D1,2,3 (workbook)
- Prepare for the next: Find about: CHU VAN AN (age, job, birthplace…)

Date of preparation	Date of teaching	Class	Absentees
		7A	
		7B	

Period 49
UNIT 6: THE FIRST UNIVERSITY IN VIETNAM
Lesson 6: Skills 2

I. Objectives: By the end of the lesson, Ss will be able to:
- Listen to a passage about a famous person for specific information.
- Write a short passage about a historic place.
1. Knowlegdes:
a. Vocabulary: Historic places and things, things to take on a trip
b. Grammar: The past simple tense
2. Competences: Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence
3. Qualities: Ss will be more responsible for studying and more aware of protecting their school.
II. Teaching aids:
1. Materials: Text book, plan
2. Equipment: computer accessed to the Internet, projector, loudspeaker
III. Procedure
1. Checkup attendance.
2. Checkup the old lesson: During the lesson
3. New lesson

Students' and teacher's activities	**Contents**

<table>
<tr><td colspan="2">Activity 1. Warm up
Goal: To warm up the class and lead in the new lesson</td></tr>
<tr><td>T asks Ss some questions about: CHU VAN AN

Ss answer the questions

T introduces the lesson</td><td>* Questions

- Do you know Who is this?
- When and where was he born?
- What is his job?
- When did he die?
- …</td></tr>
<tr><td colspan="2">Activity 2. Presentaion
Goal: Help students listen to a passage about Chu Van An - a famous person for specific information and summary again.</td></tr>
<tr><td>T plays the recording and uses some techiques to present some new words.
Ss listen and read

T plays the recording and ask Ss to choose the most appropriate answer .
Ss listen and do exercise
T calls on some Ss to read their answers. Then correct.

T ask them to listen again and answer the questions.
Ss listen and answer the questions
T corrects</td><td>I. Listening.
- District (n): huyện
- doctoral (adj): thuộc tiến sỹ
- regional (adj): thuộc vùng
- royal (adj): thuộc hoàng gia
- career (n): sự nghiệp

Ex1: Listen and (A,B or C).
Key:
1-C 2-B 3-B 4-A

Ex2: Listen and answer the questions
Key
1. in 1292
2. He was an honest man.
3. He continued his career and wrote books.
4. 78</td></tr>
</table>

T summaries about Chu Van An first. And then asks them to summary about Chu Van An. Eg: Chu Van An was born in 1292 in Thanh Tri district , Ha Noi... T calls some students to talk Ss talk about Chu Van An.	*** Suggestion: Mindmap** **CHU VAN AN** - in 1292 - in Thanh Tri District, Ha Noi - an honest man - the royal examination - most famous teacher - taught many successful students - resigned and returned continued his teaching career and wrote books - in 1370
Activity 3. Practice **Goal:** Ss can complete a short passage about a historic place and Ss can write a short passage about the history of the Temple of Literature - the Imperial Academy	
- T asks Ss to discuss in groups to find the information to complete the table. T guides Ss how to write the history of the Temple of Literature - the Imperial Academy. Ss look at the table about the history of the Temple of Literature - the Imperial Academy and write -T tells Ss to write a short passage about the history of the Temple of Literature - the Imperial Academy. Ss do it T corrects their writing on the computer	**II. Writing** **3. Complete the table about the Temple of Literature – the Imperial Academy** **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 a passage about the history of the Temple of Literature - the Imperial Academy.** **Eg:** 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.
Activity 4. Further Practice **Goal:** Ss can talk about history of the Temple of Literature - the Imperial Academy.	
	Eg:

-T tells Ss to talk about history of the Temple of Literature - the Imperial Academy Ss do it T corrects	Hi class, To day, I am going to tell you about the history of the Temple of Literature - the Imperial Academy. 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. Guides for homework

-Do exercise E 1, 2 (workbook)

- Prepare for the next lesson: Looking back & Project**.**

Date of preparation	Date of teaching	Class	Absentees
		7A	
		7B	

Period 50

UNIT 6: THE FIRST UNIVERSITY IN VIETNAM

Lesson 7: Looking back and project

I. 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 and communicate.

1. Knowlegdes:

a. Vocabulary: Historic places and things, things to take on a trip

b. Grammar: The past simple tense

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

3. Qualities: Ss will be more responsible for studying and more aware of protecting their school.

II. Teaching aids:

1. Materials: Text book, plan

2. Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedure

1. Checkup attendance.
2. Checkup the old lesson: During the lesson
3. New lesson

<table>
<tr><th>Students' and teacher's activities</th><th>Contents</th></tr>
<tr><td colspan="2">Activity 1: Warm up
Goal: To warm up the class</td></tr>
<tr><td>T asks some questions about the history of the Temple of Literature - the Imperial Academy
Ss answer the questions</td><td>Eg:
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)
…</td></tr>
<tr><td colspan="2">Activity 2. Presentation
Goal: Understand the form of the present simple and past passive.</td></tr>
<tr><td>- T calls on some Ss to go to the board and write the past participle of the following verbs.

- Ss complete the exercise individually.</td><td>I. Vocabulary
1. Write the past participle of the following verbs.
Key:<table><tr><td>Base Form</td><td>Past Participle</td></tr><tr><td>Sell</td><td>sold</td></tr><tr><td>grow</td><td>grew</td></tr><tr><td>speak</td><td>spoke</td></tr><tr><td>buy</td><td>bought</td></tr><tr><td>build</td><td>built</td></tr><tr><td>see</td><td>Saw</td></tr></table>2. Complete the sentences with the past participle form.

1. considered, stated
2. named
3. spoken
4. located
5. recognized</td></tr>
<tr><td colspan="2">Activity 3. Practice
Aim: Help students understand and do exercise about passive voice.</td></tr>
<tr><td>-T asks Ss to work individually first.
- Ss do exercise 3.

- Call some students do exercise on the board.</td><td>II. Grammar
3. Change the sentences from the present simple active into the simple present passive.
Key:</td></tr>
</table>

- T corrects. -Ss do exercise 4 -T asks Ss to go to the board and write. -T corrects	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.** 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.
Activity 4. Further practice **Aim:** Help students ask and answer about the Temple of Literature and the Imperial Acadamy.	
- Ss work in pairs and complete the table. -T asks students to look at the table and give questions. T asks Ss report your discussions, using the table.	**III. Communication** **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.

*** Homework**

- Do Project
- Prepare for the next lesson: Review 2**.**

Date of preparation	Date of teaching	Class	Absentees

Period 51: REVIEW 2 (LANGUAGE)

I. Objectives: By the end of the lesson, Ss can review the language they have learnt include: pronunciation, vocabulary and grammar they have learnt from unit 4-5 by doing exercises.

1. Knowlegdes:

a. Vocabulary: Review some words in unit 5,6

b. Grammar: The form of the present simple and past passive

c. Pronunciation: / **tʃ** / and / **dʒ**/, / **o** / and / **o:** /

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

3. Qualities: Ss will be more responsible for studying.

II. Teaching aids:

1. Materials: Text book, plan

2. Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedure

1. Checkup attendance.

2. Checkup the old lesson: Checking: Check 15 minutes

Code 1

I. Odd one out. (4pts)

1. A. templeB. tombC. pogodaD. visit
2. A. teacherB. doctorC. farmerD. school
3. A. locatedB. vissitedC. knownD. worked
4. A. teachB. educationC. learnD. study

II. Fill *a, an, some, any*, in the blankets (4pts)

1. Would you like ……tea?
2. There is ……..egg in the fridge.
3. There isn't …… milk in the fridge.
4. I have ……bottle of water in my bag.

III. Rewrite the sentences in the passive voice (2pts)

1. They built that house in 2014

That house .....

2. She cleans this room regulary.

This room .....

Code 2

I. Odd one out. (4pts)

1. A. UniversityB. workerC.doctorD. teacher.
2. A. inB. onC. anD. behind
3. A. startedB. seenC.boughtD. gone
4. A. chickenB. porkC. beefD. cheap

II. Fill *a, an, some, and any* in the blankets (4pts)

1. There are ……..eggs in the fridge.
2. Would you like ……..cup of coffee?
3. Is there …….milk?

4. I have …….orrange.

III. Rewrite the sentences in the passive voice (2pts)

1. My sister opens the door.

The door .....

2. People built this university in 2000.

This university .....

Code 3

I. Odd one out. (4pts)

1. A. templeB. goC. studyD. visit
2. A. schoolB. universityC.collegeD. singer
3. A. takenB. boughtC. visitedD. seen
4. A. chickenB.beefC. porkD. pepper

II. Fill *a, an, some, and any* in the blankets (4pts)

1. She has ……..orrange in her bag
2. Would you like ……..coffee?
3. There is ……..milk in the fridge.
4. There isn't …….eggs in the fridge.

III. Rewrite the sentences in the passive voice (2pts)

1. The gardeners take care of the flowers everyday.

The flowers .....

2. I bought that bike yesterday.

That bike .....

KEYS:

Code 1

I. Odd one out. (4pts)

1. D. visit2. D. school3. C. known4. B. education

II. Fill *a, an, some, any*, in the blankets (4pts)

1. some 2. an 3. any 4. a

III. Rewrite the sentences in the passive voice (2pts)

1. That house was built in 2014.
2. This room is cleaned regulary.

Code 2

I. Odd one out. (4pts)

1. A. University2. C. an3. A.started4. D. cheap

II. Fill *a, an, some, and any* in the blankets (4pts)

1. some2. a3. any4. an

III. Rewrite the sentences in the passive voice (2pts)

1. The door is opened by my sister.
2. This university was built in 2000

Code 3

I. Odd one out. (4pts)

1. A. temple2. D. singer3. C. visited4. D. pepper

II. Fill *a, an, some, and any* in the blankets (4pts)

1. an2. some3. some4. any

III. Rewrite the sentences in the passive voice (2pts)

1. The flowers are taken care of every day.
2. That bike was bought yesterday.

3. New lesson

Students' and teacher's activities	Contents
Activity 1. Warm up **Goal:** Introduce the new lesson.	
- T asks Ss to do this exercise individually, and share their answers with a partner. - T asks Ss to write their answers on the board. - Check the answers with the whole class.	***Ex2. Do the crossword puzzle and complete the sentences.*** 1. music 2. food 3. art 4. drink 5. university 6. temple
Activity 2. Pronunciation **Goal:** Review how to pronounce / tʃ / and / dʒ / ; / o / and / o: /.	
- T asks Ss to do this exercise individually, and share their answers with a partner. - Ss give their answers. - T writes the correct answers on the board.	***Ex1: Circle A,B,C or D to show whose underlined part is pronounced differently. Listen,check and repeat the words.*** 1. D. sure 2. B. cinema 3. C. compose 4. B. architect. 5. C. question
Activity 3. Grammar **Goal:** Review some structure: "How many, How much,some, a,an, any and passive voice".	
Ex3: After Ss have done this exercise individually, T quickly checks Ss's answers Ex4:	***Ex3: Complete the following two passages about camping.*** 1. How many 2. How much 3. How much 4. How many 5.a 6. much 7. some 8 many
-T checks the answer with the whole class.	***Ex4. Write the sentences using the suggested words or phrases.*** 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 hers (her taste) 4. The price of foods in HaNoi is not the same as it is in Hai Phong. 5. Life in Viet Nam is different from life

Ex5: -Asks Ss to write his/her answers on the board. -T checks with the whole class.	in England. ***5. Rewrite the sentences in the passive.*** 1. The song Auld Lang Syne is sung on some occasions. 2. Vietnam's anthem Tien Quan Ca was composed by Van Cao. 3. Water puppetry is ferformed in a pool. 4. A lot of meat was bought (by his mother) yesterday. 5. The rice noodles are made from the best variety of rice.

*** Homework**
- T asks Ss to practise at home: Everyday English.
- Review unit 4-6
- Do exercises in workbook.
- Prepare for the next lesson: Review 2 (Skills).

Date of preparation	Date of teaching	Class	Absentees
		7A	
		7B	

Period 52: REVIEW 2 (SKILLS)

I. Objectives: By the end of the lesson, Ss can know how to do the reading, listening, speaking and writing.
1. Knowlegdes:
a. Vocabulary: Review some words in unit 5,6
b. Grammar: The form of the present simple and past passive
2. Competences: Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence
3. Qualities: Ss will be more responsible for studying.
II. Teaching aids:
1. Materials: Text book, plan, song
2. Equipment: computer accessed to the Internet, projector, loudspeaker
III. Procedure:
1. Checkup attendance.
2. Checkup the old lesson:
3. New lesson:

Students' and teacher's activities	**Contents**
Activity 1. Warm up **Goal:** To warm up the class	

<table>
<tr><td>Ask Ss to sing a song in English</td><td></td></tr>
<tr><td colspan="2">Activity 2. Reading
Goal: Help students know how to do reading skill.</td></tr>
<tr><td>Ex1:
- Guide the way to do reading skill.
-For exercise 1, ask Ss to complete the answers individually.
- T gives the correct answers.</td><td>1. Read their descriptions and tick the boxes.
- Gone with the Wind: 3,5
- A Space Odyssey: 1,2, 4</td></tr>
<tr><td colspan="2">Activity 3. Speaking
Goal: Help students know how to practice speaking skill:using Will or would like.</td></tr>
<tr><td>Ex 2:
T has Ss work in pairs, asking and answering question with the suggestions.
T may go around to help weaker Ss.
Ex3:
T has Ss work in groups taking turns to talk about arrangements for the trip. Then asks each group to choose the St who does the task best to talk in front of the class. Asks some Ss give comments.</td><td>2. Ask and answer questions about the following ideas. You can use will ,would like.
- Where and when you go
- Who you go with
- How you travel
- What you bring
- What you do
3. Work in groups. Take turns talking about the arrangements for the trip.</td></tr>
<tr><td colspan="2">Activity 4. Listening
Goal: Help students know how to practice listening skill</td></tr>
<tr><td>Ex4:
T has Ss look at the adjectives which the man uses to describe his meal in a restaurant.
T plays the the recording once for Ss to listen and tick their answers.

Ex5:
T has Ss look at the menu.
T plays the recording again for Ss to complete the menu.</td><td>4. Listen to a man talking about his meal in a restaurant and tick the adjectives you hear.
1. great 3. fresh 4. delicious
5. sweet 6. tasty 8. Good

5. Listen again and complete the menu.
<table>
<tr><td colspan="2">Menu</td></tr>
<tr><td>Appetizer</td><td>Salad</td></tr>
<tr><td>Main dish</td><td>Fish, vegetables</td></tr>
<tr><td>Dessert</td><td>An ice cream</td></tr>
<tr><td>Drink</td><td>A cup of tea</td></tr>
</table></td></tr>
<tr><td colspan="2">Activity 5. Writing
Aim: Help students know how to write the instructions of how to cook a mushroom omelette.</td></tr>
<tr><td>Ex6:
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)</td><td>6. Look at the pictures below. Write the instructions of how to cook a mushroom omelette.
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.</td></tr>
</table>

	Finally, fold the omelette in half.

***Homework**
- Review unit 1-6
- Do exercises in workbook.
- Prepare for the coming test.

Date of preparation	Date of teaching	Class	Absentees
		7A	
		7B	

Period 53: REVISION FOR THE FIRST TERM TEST

I. Objectives: By the end of the lesson, Ss can review the language they have learnt include: pronunciation, vocabulary and grammar they have learnt from unit 1-6 by doing exercises.
1. Knowledge: review from unit 1 to 6
2. Competences: Teamwork and independent working, pair work, linguistic competence, cooperative learning and communicative competence
3. Qualities: Ss love the using of English.
II. Teaching aids:
1. Materials: Text book, plan,
2. Equipment: computer accessed to the Internet, projector, loudspeaker
III. Procedure:
1. Checkup attendance.
2. Checkup the old lesson:
3. New lesson:
Activity 1 :Review pronunciation

Teacher's and Ss'activities	**Content**

-T tells the Ss the first tongue twister for practising the sounds / ə/ and /3:/,/ f/ and /v/, /g/ and /k/,/ʃ/ and / ʒ/; / ɑ/ and / ɔ:/; /,/tʃ/ and / dʒ/ -T plays the tape -T has Ss practise individually, in pairs -Ss listen to the recording and practice individually and in pairs	**PRONUNCIATION** **1. Circle the word in which the underlined sound is pronounced differently. Listen, check and repeat the words.** 4.B 5.C

Activity 2 : Review vocabularies

Teacher's and Ss'activities	**Content**
-T asks Ss to do this exercise individually, and share their answers with a partner. -T asks Ss to write their answers on the board. -Checks the answers with the whole class.	**VOCABULARY** **2. Do the crossword puzzle and complete teh sentences.** **Key** 5.university 6.temple

Activity 3 : Review grammar

Teacher's and Ss'activities	**Content**
-T asks Ss to write his/her answers on the board. - Ss do this task individually -T checks with the whole class.	**GRAMMAR** **5.Rewrite the sentences in the passive.** 1. The song Auld Lang Syne is sung on some occasions. 2. Vietnam's anthem Tien Quan Ca was composed by Van Cao. 3. Water puppetry is ferformed in a pool. 4. A lot of meat was bought (by his mother) yesterday. 5. The rice noodles are made from the best variety of rice.

Date of preparation	Date of teaching	Class	Absentees
		7A	
		7B	

Period 54: REVISION FOR THE FIRST TERM TEST

I. Objectives: By the end of the lesson, Ss can review the language they have learnt include: reading, listenning, speaking and writing they have learnt from unit 1-6 by doing exercises.

1. Knowledge: review from unit 1 to 6

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

3. Qualities: Ss love the using of English.

II. Teaching aids:

1. Materials: Text book, plan

2. Equipment: computer accessed to the Internet, projector, loudspeaker

III. Procedure:

1. Checkup attendance.

2. Checkup the old lesson:

3. New lesson:

Activity 1 : Reading

Teacher's and Ss'activities	**Content**
-T gives Ss a passage about Charlie Chaplin. -Ss do this task individually -T calls some Ss to share their answers -T corrects	**READING** **1.Read the passage and choose the correct answer.** 1. In 1910 he began to perform pantomime in _____. A. the US B.London C.Switzerland 2. When did he start appearing in films? A. In 1910 B.In 1914 C.In 1972 3. In about how many films did he play the *Tramp*? A. Seventy B. Seventeen C.Twenty-five 4. Charlie Chaplin is very famous for ____. A.his stage performance B.his background music C.his character "the Tramp 5.Which of the following is NOT true? A.Charlie Chaplin was an English artist. B.He played classical music. C.He received an award in 1972. ***Key:** 1.A 2.B 3.A 4.B 5.C

Activity 2 : Speaking

Teacher's and Ss'activities	**Content**
	SPEAKING
- T asks Ss works in pairs to talk about 3 topics - Ss do this task in pairs. - T calls some Ss to share their ideas about the topics. - T give feedbacks and corrects if any	**1.Talk about three topics below.** 1.Talk about your favorite food or drink and how to make it. 2. Talk about your volunteer activities. 3. Talk about something you can do to improve your health.

Activity 3 : Listening

Teacher's and Ss'activities	**Content**

<table>
<tr>
<td>-Have Ss look at the adjectives which the man uses to describe his meal in a restaurant. Play the the recording once for Ss to listen and tick their answers.

- Have Ss look at the menu. Play the recording again for Ss to complete the menu.</td>
<td>LISTENING
4. Listen to a man talking about his meal in a restaurant and tick the adjectives you hear.
KEY :
1. great 3. fresh 4. delicious
5. sweet 6. tasty 8. good
5. Listen again and complete the menu.
<table>
<tr><td colspan="2">Menu</td></tr>
<tr><td>Appetizer</td><td>Salad</td></tr>
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</table>
</td>
</tr>
</table>

Activity 4 : Writing

<table>
<tr><th>Teacher's and Ss'activities</th><th>Content</th></tr>
<tr>
<td>-Ss do this task individually

-Ss do this task individually</td>
<td>WRITING
1.Reorder the words or phrases given to make the sentences
1. I/ a / toothache/ have.
2. like/ to/ I'd/ in the sun/ and/ books/ read/ sit.
3. bananas/ How many/ do/ need/ you?
4. This school/ last year/ built/was.
5. Dong Ho paintings/Bac Ninh/ in/ made/ Province/ are.
6. Eat/ less/ junk food.
2. Rewrite the sentences with the given words without changing the meaning
1. The price of food is the same as it was last year. (not different from)
→ The price of food……
2. This dress is not more expensive than I thought at first. (as…..as)
→ This dress ……..
3. They grow rice in the tropical countries. (passive voice)</td>
</tr>
<tr>
<td></td>
<td>→ Rice……
2. They built my school 10 years ago. (passive voice)
→ My school ……..</td>
</tr>
</table>

*** Homework**

- Prepare for the next lesson: The first term examination