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| **Tiết thứ ......**  **UNIT 4:** **MUSIC AND ARTS**  **Lesson 7: Looking back andproject** | | |
| **Class** | **Date of teaching** | **Attendence** |
| 7A | ..../09/2022 |  |
| 7B | ..../09/2022 |  |
| 7C | ..../09/2022 |  |

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

**1. Knowledge:**

- Review the vocabulary and grammar of Unit 4

- Apply what they have learnt (vocabulary and grammar) into practice through a project

**2. Competence:**

**a) General competencies:**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**b) Specific competencies:**

- Develop communication skills.

- Be cooperative and supportive in pair work and teamwork.

- Actively join in class activities.

**3. Qualities:**

- To educate the love of music and art.

- Be ready to know the words about music and arts.

- Develop self-study skills.

**II. PREPARATIONS**

**- Teacher:** Grade 7 text book, laptop, projector / TV/ pictures and cards.....

**- Students :** Text books, studying equipment….

**III. PROCEDURE:**

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

*\* Deliver the task.*

*\* Implement the task.*

*\* Discuss.*

*\* Give comments or feedback.*

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| **Activity 1. WARM UP (5’-IW, GW)**  **\* Aim:**  To help students revise the vocabulary items they have learnt in the unit.  To enhance students’ skills of cooperating with team mates.  **\* Content:** “Traditional arts around the world” and asks students to think of it.  **\* Product:** Having a chance to speak English and focus on the topic of the lesson.  **\* Implementation:** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **MIND MAP**  \* Teacher writes on the board “Unit 4” and asks students to think of what they have learnt already in this unit.  Unit 4  Vocabulary  Grammar  Pronunciation  \*\* Students work in pairs to do the task.  \*\*\* Teacher calls some students to retell.  \*\*\*\* Teacher confirms and leads them to do all the exercises in books. | **MIND MAP**  Unit 4  Vocabulary  Grammar  Pronunciation |
| **Activity 2. KNOWLEDGE FORMATION (15'- PW, IW)**  **\* Aim:**  - To help students revise the collocations with some verbs used in the field of music and arts.  - To help students review the words / phrases about music and arts used in the context of a passage.  - To give students some information of the Louvre Museum - the world’s largest art museum.  **\* Content:** Teach some new words.  **\* Product:** Students’s answer.  **\* Implementation:** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Write a word or phrase in each blank to go with the given verb.** *(Ex. 1, p. 48)*  \* Teacher has students work individually to read the verbs and write the correct words / phrases to go with these verbs.  \*\* Students do this activity individually, and then compare their answers with their partners.  \*\*\* Teacher asks for students’ answers.  \*\*\*\* Teacher confirms the correct ones | **1. Write a word or phrase in each blank to go with the given verb.** *(Ex. 1, p. 48)*  ***Answer key:***  1. draw: a picture, a bird, a car  2. perform: a puppet show, a concert, a play  3. write: a book, a poem, a song  4. watch: TV, a film, a football match |
| **2. Fill in each gap with a word or phrase from the box to complete the passage.** *(Ex. 2, p. 48)*  \* Teacher has students work individually to revise the words / phrases given in the box, then do the task.  \*\* Students do this activity individually, and then compare their answers with their partners.  \*\*\* Teacher asks for students’ answers.  \*\*\*\* Teacher confirms the correct ones | **2. Fill in each gap with a word or phrase from the box to complete the passage.** *(Ex. 2, p. 48)*  ***Answer key:***  1. art collections  2. exhibition  3. works of art  4. paintings  5. visitors |
| **Activity 3. PRACTICE (15’-IW, PW, GW)**  \* Aim:  - To help students revise the comparisons they have learnt in the context of sentences.  - To help students to write sentences using the comparisons they have learnt.  **\* Product:** Students’s answers.  **\* Implementation:** Teacher’s instructions… | |
| **Teacher’s Student’s activities** | **Content** |
| **3. Complete the sentences, using the words in brackets. Add the necessary words.** *(Ex. 3, p. 48)*  \* Teacher asks students to revise how to use the different ways of comparing they have learnt and then complete the task. Tell them to add the necessary words.  \*\* Students do the exercise individually and swap with their partners.  \*\*\* Teacher calls some students to check their answer.  \*\*\*\* Teacher confirms the correct answer. | **3. Complete the sentences, using the words in brackets. Add the necessary words.** *(Ex. 3, p. 48)*  ***Answer key:***  1. old as  2. different from  3. more important  4. not as good  5. not as easy as |
| **4. Rewrite the sentences, using the given words.** *(ex. 4, p. 48)*  \* Teacher asks students to write sentences in their notebooks, using the comparisons they have learnt, and the words provided.  \*\* Students work individually to do the task.  \*\*\* Teacher calls 1- 2 students to write on the board.  \*\*\*\* Teacher checks and confirms their answer. | **4. Rewrite the sentences, using the given words.** *(ex. 4, p. 48)*  ***Answer key:***  1. Exercising is better than playing video games.  2. Duong doesn’t / can’t draw animals as well as his father.  3. The Mona Lisa is more valuable than this painting.  4. Nick is not as artistic as David.  5. The second / first version of the play is like the first / second. |
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| **Activity 4. APPLICATION (7’-IW, PW, GW)**  **\* Aim:**  To allow Ss to apply what they have learnt (vocabulary and grammar) into practice through a project.  **\* Content:** Apply what they have learnt (vocabulary and grammar) into practice through a project.  **\* Product: Posters exhibition**  **\* Implementation:** Teacher’s instructions | |
| **5. Posters exhibition**  \* Ask Ss to read the instructions again (T has already assigned the project since the first lesson of the Unit and check their progress after each lesson). Let students have some time to check their posters for the final time and make any adjustments if neccessary.  \*\* T has groups show and present the invitation to the class.  \*\*\* Students in other groups comment and vote for the best poster.  \*\*\*\* Teacher confirms and corrects.  **\* Home assignment**  Prepare for the next lesson: Unit 5 – Getting Started | **\* Home assignment**  Prepare for the next lesson: Unit 5 – Getting Started |

**V. FEEDBACK:**

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

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

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