**KẾ HOẠCH BÀI DẠY**

**MÔN TIẾNG ANH 7**

**THAO GIẢNG 20/11/2021 (DẠY TRỰC TUYẾN)**

**LỚP 7A – TIẾT 3- NGÀY 9/11/2021**

**Tổ : Xã hội**

**Giáo viên: Dương Thị Trung**

**Week 10 - Period 28 UNIT 4: MUSIC AND ARTS**

**Lesson 3: A closer look 2**

*Date of planning: 27/10/2021*

**A. Objectives**

By the end of the lesson, ss will be able to compare something using “(*not) as…as/ the same as/ different from”* and express agreement using “*too/ either*”.

**1. Knowledge:**

- Vocabulary: vocabulary related to music and arts.

- Grammar: Comparisons: (not) as … as/ the same, Agreement: using “too/ either”.

- Skills: Students develop reading, speaking, and listening skill.

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

**3. Behavior:** Ss love music and arts.

**B. Teaching aids:**

**1. Teacher:** Textbooks, teaching plan, teacher’s book…

**2. Students**: Textbooks, notebooks…

**C. Procedures:**

**1. Checking:** Asks Ss to write new words (3’).

**2. New lesson:**

|  |  |
| --- | --- |
| **Teacher’s and Students’ activities** | **The main contents** |
| **1. Warm up (5’)**  ***a, Aim:*** To help Ss talk about music and arts.  ***b, Contents:*** Ss work individually to answer some questions about music and arts.  ***c, Outcome***: Ss can answer some questions about music and arts.  ***d, Organization****:* | |
| - T asks some questions:  - Ss answer the questions individually.  - T introduces the new 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? |
| **2. Presentation (10’)**  ***a, Aim:*** To help Ss understand and use comparisons: (not) as…..as / the same as / different from and too, either.  ***b, Contents:***  **+** Ss work individually to study the ccomparisons: *(not) as……..as / the same as/ different from.*  + Ss work individually to study “*too/ either*”  ***c, Outcome***: Ss can understand and use comparisons: (not) as…..as / the same as / different from and too, either well.  ***d, Organization****:* | |
| - T explains the uses of the three structures to Ss and give some examples.  - Ss copy and give examples individually.  - T explains to the class the use and location in the sentence of too and either.  - Ss copy and give examples individually. | **Grammar 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.)  **Grammar 2: too & either**  - too: used to express agreement with a positive statement.  - either: used to express agreement with a negative statement. |
| **3. Practice (20’)**  ***a, Aim:*** To help Ss apply the grammar points of comparisons: (not) as…..as / the same as / different from and too, either to do exercises.  ***b, Contents:***  **+** Ss work individually to put *as*, or *from* in the gaps.  + Ss work individually to put one of these phrases in each gap in the passage.  + Ss work in pairs to make sentences.  + Ss work individually to match the beginnings of the sentences with the picture that complete them.  + Ss work individually to make sentences with the words given or their own ideas  ***c, Outcome***: Ss can apply the grammar points of comparisons: (not) as…..as / the same as/ different from and too, either to do exercises correctly.  ***d, Organization****:* | |
| - T asks Ss to work by themselves and write down the missing words.  - Ss work individually, then give the answers.  - T corrects Ss’ mistakes.  - T asks some Ss to read the sentences.  - T asks Ss to 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.  - T asks Ss to work in pairs to make sentences. Ss work in pairs.  - T helps them interpret the table first. – T gives them instructions on how to do the task.  - T checks and gives comments.  - T asks Ss to work independently, writing down the answers. Then let them work in pairs to check and read out the sentences.  - T goes round and corrects mistakes or gives help when and where necessary.  - Ss write answers on the board.  - T checks and corrects.  - T lets Ss work independently to write down their sentences to make a list of the likes and dislikes. They have their choices, so long as their sentences are correct grammatically. T encourages them to give their own ideas.  - Ss work individually to do task 5.  - T calls some Ss to write answers on the board.  - T checks and corrects. | **1. Put *as*, or *from* in the gaps.**  **Key:**  *1. as 2. as 3. as*  *4. from 5. as 6. as*  **2. Put one of these phrases in each gap in the passage.**  **Key:**  *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.  **4. Complete the following sentences with “too” or “either”**  **Key**:  *1. too 2. either 3. either*  *4. too 5. Too*  **5. Make sentences with the words given or your own ideas.**  **Suggested answers:**  *- 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* |
| **4. Application (5’)**  ***a, Aim:*** To help Ss use too and either in context.  ***b, Contents:*** Ss work in pairs to report to the class using too/ either.  ***c, Outcome***: Ss can use too and either in context well.  ***d, Organization****:* | |
| - T asks Ss to work in pairs to share their lists of ideas.  - Ss work in pairs.  - T may ask some more able Ss to report their results to the class.  - Ss report to the class.  - T gives feedback and comments. | **6. Report to the class using too/ either.**  **Example:**  *Nam is interested in drawing and I am too.*  *Phong doesn’t like folk music and I don’t either.* |

**3. Consolidation and guides for homework (2’)**

**\* Consolidation:**

- Consolidates ss more about:

*+Comparisons: (not) as… as/ the same as/ different from*

*+ Agreement: too/ either*

**\* Homework:** Asks Ss to:

+ Revise Grammar above.

+ Prepare **Communication.**