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

**I. OBJECTIVES:**

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

**1. Knowledge:**

- To revise the language and skills they have learnt in Unit 10-11-12;

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

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

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

**2. Competence:**

**a) General competencies:**

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

**b) Specific competencies:**

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

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

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

**3. Qualities:** - Raise students’ awareness of the need to save energy at home; Have the good attitude to working in groups, individual work, pair work; cooperative learning. Develop self-study skills.

**II. PREPARATIONS**

**Teacher:** Grade 7 text book, laptop, TV, pictures and realia, Computer connected to the Internet. Sach mem.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE:**

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

\* Task delivering

\*\* Task performance

\*\*\* Report and discussion

\*\*\*\* Judgement

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| **Activity 1. WARM UP (5’-IW, GW)**  **\* Aim: Introduction**  - By the end of this review, students will have revised the language they have learnt and the skills they have practiced in Units 10 – 12.  - Ss revise what they have learnt so far in terms of language and skills.  - Summarize their answers in notes and write them in a top corner of the board. Briefly revise some important / difficult ones before starting the review.  **\* Content:** Having somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **\* Product:** Having a chance to speak English; Revision.  **\* Implementation:** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Revision on the old lessons**  \* Teacher divides class into 3 big groups to draw a mindmap related to the knowledge they have learnt in Unit 7, 8, 9.  \*\* Ss do the task in group.  \*\*\* Teacher calls on some students to present their answer based on the mindmap.  \*\*\*\* Other Ss comment and teacher con-firms. | **Mind map** |
| **Activity 2. KNOWLEDGE FORMATION (10'- PW, IW)**  **A. LANGUAGE:**  **\* Pronunciation**  **\* Aim:** To help Ss review the pronunciation of the sounds learnt in Units 10 - 12.  **\* Content:** Mark (') the stressed syllables in the underlined words. Then listen, check, and repeat.  **\* Product:** Answer keys  **\* Implementation:** Teacher’s instructions….. | |
| **Teacher’s & Student’s activities** | **Content** |
| \* Teacher reminds Ss how to stress on two – and three – syllable words. Then, ask Ss to read the underlined words in the sentences and mark the stress syllables.  \*\* Ss do the task individually.  \*\*\* Teacher calls on some Ss to give their answers, then plays the recording for Ss to listen and check their answers.  \*\*\*\* Teacher confirms and plays the recording again for Ss to listen and repeat in chorus and then individually. | **VOCABULARY**  **Task 1: Mark (') the stressed syllables in the underlined words. Then listen, check, and repeat. (Ex 1, p. 134)**  ***Answer keys:***  1. 'Driverless trains will be 'popular.  2. Niagara Falls is Canada’s most famous  ‘natural at’traction.  3. We can save 'energy by re'cycling.  4. All plants and ‘animals need ‘energy  5. He’s reading Guidance for Visitors to  Scotland. |
| **Activity 3. PRACTICE (15’-IW, PW, GW)**  **Vocabulary & Grammar**  **\* Aim:**  - To help Ss recognize the words through their definitions Units 10 - 11 - 12.  - To help Ss revise some key adjectives from Units 10 - 12 and use them in context.  - To help students review the use of the articles *a/an* and *the.*  - To help Ss revise the use of the present continuous and the future simple  **\* Content:**  - Write the words in the box next to their definitions.  - Complete the sentences with the words below.  - Use the correct tense and form of each verb in brackets to complete the sentence.  **\* Product:** Answer key  **\* Implementation:** | |
| \* Teacher has Ss do the task independently to do matching.  \*\* Ss do the task individually, teacher reminds them highlight the key words to help them with the matching.  \*\*\* Teacher calls on some Ss to check.  \*\*\*\* Teacher confirms the correct answers. | **Task 2: Write the words in the box next to their definitions. (Ex. 2, p. 134)**    ***Answer keys:***  1. sunlight  2. bamboo-copter  3. tour  4. coal  5. attraction |
| **3. Complete the sentences with the words and phrases below.**  \* Teacher asks Ss to read the adjectives in the box to do the exercise.  \*\* Ss works independently to do the task.  \*\*\* Teacher calls on some Ss to check.  \*\*\*\* Teacher confirms the correct answers. | **Task 3: Complete the sentences with the words below. (Ex. 3, p. 134)**    ***Answer keys:***  1. public  2. natural  3. national  4. renewable  5. native  6. electrical |
| \* Teacher asks Ss to read the sentences first and underline the signals to help them decide if the verbs are used in the present continuous or future simple.  \*\* Ss do the task individually.  \*\*\* Teacher calls on some Ss to check.  \*\*\*\* Teacher confirms. | **GRAMMAR:**  **Task 4: Use the correct tense and form of each verb in brackets to complete the sentence. (Ex. 4, p. 134)**  ***Answer keys:***  1. is doing  2. will visit  3. is building  4. will use  5. will have |
| **Activity 4. APPLICATION (10’-IW, PW, GW)**  **Grammar**  **\* Aim:**  **-** To help Ss identify the wrong use of the articles and correct them.  **\* Content:** Find and cross (––) ONE incorrect article in each sentence and write the correct one.  **\* Product:** Answer key  **\* Implementation:** | |
| **Teacher’s & Student’s activities** | **Content** |
| **\*** Teacher asks Ss to read the sentences first and underline all the articles in each sentence, then look at each article and the word it goes with and decide if it is used correctly.  \*\* Ss do the task individually.  \*\*\* Teacher calls on some Ss to check.  \*\*\*\* Teacher confirms. | **Task 5: Find and cross (––) ONE incorrect article in each sentence and write the correct one. (Ex. 5, p. 134)**  ***Answer key:*** |

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

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

**\* Content:** Home assignment.

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

**\* Implementation:**

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

**\* HOME WORK**

- Read again the conversation

- Do more exercises in workbook.

- Prepare for Review 4 – Skills.

**V. FEEDBACK:**

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

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

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