REVIEW 3 (UNITS 7-8-9)

# Lesson 1: Language

**I. OBJECTIVES:** By the end of the lesson students will be able to:

Review pronunciation, vocabulary and the grammar points they have learnt in unit 7, 8, 9.

**1. Knowledge**

**Language focus:** A revision and practice on the vocabulary items and grammar points Ss have already studied in Units 7,8,9

**2. Core competence**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

- Be responsible and hard working

**II. MATERIALS**

 **1. Materials:** Textbooks, plan

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

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| **Anticipated difficulties** | **Solutions** |
| 1. Students may find the lesson boring due to a large number of language exercises.  | * Encourage students to work in pairs, in groups so that they can help each other.
* Design as many exercises as games as possible.
* Provide feedback and help if necessary.
 |
| 2. Some students might excessively talk in the class.  | * Define expectations in explicit detail.
* Have excessive talking students practise.
* Continue to define expectations in small chunks (before every activity).
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Board Plan

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| *Date of teaching*Review 3Lesson 1: Language\* Warm-upMindmap1. PronunciationTask 1: Choose the word in which the underlined part is pronounced differently. (Ex 1a, p. 102)Task 2: Choose the word which has a different stress pattern from that of the others. (Ex 1b, p. 102)2. VocabularyTask 3: Write the phrases from the box under the road signs. (Ex 2, p. 102)Task 4: Fill in each blank with a suitable word from the box. (Ex 3, p. 102)3. GrammarTask 5: Which of the underlined parts in each question is incorrect? Find and correct it. (Ex 4, p. 102)Task 6: Rewrite the sentences so that they have the same meanings as the original ones. Use the words given in brackets. (Ex 5, p. 102)\* Homework |

**Procedures**

**Notes**

In each activity, each step will be represented as following

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Giving comments or feedback

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| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| Warm-up | To remind students the knowledge that they have learnt in Units 7-8-9. | ***MIndmap***\* 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 confirms. | Group work | 5 mins |
| Practice | To help students review the pronunciation of the sounds learnt in Units 7-8-9.To test students’ ability to choose the correct word to be used in a certain context.To help students review the words/phrases learnt.To help students review grammar elements taught in the three units. | **PRONUNCIATION****Task 1: Choose the word in which the underlined part is pronounced differently. (Ex 1a, p. 102)**\* Teacher asks Ss to do the task individually.\*\* Ss do this exercise individually, then share their answers with their partners.\*\*\* T calls on some Ss to check their answers.\*\*\*\* Teacher gives feedback and confirms the answers. ***Answer key:***1. A 2. C 3. A **Task 2: Choose the word which has a different stress pattern from that of the others. (Ex 1b, p. 102)**\* Teacher asks Ss to retell the rules of putting stress in two – syllable words.\*\* Ss do this exercise individually, then share their answers with their partners.\*\*\* T calls on some Ss to check their answers.\*\*\*\* Teacher gives feedback and confirms the answers. ***Answer key:***4. C 5. B**VOCABULARY****Task 3: Write the phrases from the box under the road signs. (Ex 2, p. 102)**\* Teacher allows Ss to do this task separately.\*\* Ss do this exercise individually, then share their answers with their partners.\*\*\* T calls on some Ss to check their answers.\*\*\*\* Teacher gives feedback and confirms the answers. ***Answer key:***1. No left turn 2. Walking only 3. Turn right ahead4. Road work 5. School ahead**Task 4: Fill in each blank with a suitable word from the box. (Ex 3, p. 102)**\* Teacher tells Ss to look at Ex 3 and asks them what kind of word can fill in each blank.\*\* Ss do the task independently.\*\*\* Teacher calls on some Ss to write answer on the board.\*\*\*\* Teacher gives feedback and confirms the answers.***Answer key:***1. feast 2. shocking 3. Easter 4. fantasy 5. violent **GRAMMAR****Task 5: Which of the underlined parts in each question is incorrect? Find and correct it. (Ex 4, p. 102)**\* Teacher asks Ss to read the sentences carefully to find the mistakes and correct.\*\* Ss do the task independently and can share with their partners.\*\*\* Teacher calls on some Ss to give their answers and correct the mistakes.\*\*\*\* Teacher confirms. ***Answer key:***1. C (do 🡪 did) 2. B (but 🡪 Ø) 3. B (should 🡪 shouldn’t)4. B (to 🡪 Ø) 5. C (However 🡪 However,)**Task 6: Rewrite the sentences so that they have the same meanings as the original ones. Use the words given in brackets. (Ex 5, p. 102)**\* Teacher asks Ss to read the sentences, then rewrite them.\*\* Ss do the task independently.\*\*\* Teacher calls on some Ss to write on the board so that other Ss can comment.\*\*\*\* Teacher confirms the correct sentences.*Answer key:*1. It’s about five kilometres from my house to my school.2. How far is it from Ha Noi to Hai Phong?3. Although he was tired, he still performed the lion dance. / He still performed the lion dance although he was tired.4. We / You / They shouldn’t walk here because this lane is for cycling only.5. Though my sister lives far away, she comes back home every Tet. / My sister comes back home every Tet though she lives far away. | ST-SsSSs- SsT-SsST- SsSSs-SsT-SsST-Ss | 35 mins |
| Consolidation | To consolidate what students have learnt in the lesson. | Teacher asks students to talk about what they have learnt in the lesson. | T-Ss | 4 mins |
| Homework | To prepare for the next lesson.  | Prepare for Review 3 – Skills. | T-Ss | 1 min |

REVIEW 3 (UNITS 7-8-9)

# Lesson 2: Skills

**I. OBJECTIVES:** By the end of the lesson students will be able to:

 - practice on the vocabulary items and grammar points Ss have already studied and the skills they have practised in Units 7,8,9

**1. Knowledge**

**Language focus:** A revision and practice on the vocabulary items and grammar points Ss have already studied and the skills they have practised in Units 7,8,9

**Skills:**

- Reading

- Speaking

- Listening

- Writing

**2. Core competence**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

- Be responsible and hard working

**II. MATERIALS**

 **1. Materials:** Textbooks, plan

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

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| **Anticipated difficulties** | **Solutions** |
| 1. Students may find the lesson boring due to a large number of language exercises.  | * Encourage students to work in pairs, in groups so that they can help each other.
* Design as many exercises as games as possible.
* Provide feedback and help if necessary.
 |
| 2. Some students will excessively talk in the class.  | * Define expectations in explicit detail.
* Have excessive talking students practise.
* Continue to define expectations in small chunks (before every activity).
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Board Plan

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| *Date of teaching*Review 3Lesson 2: Skills\*Warm-upChattingPractice1. Reading: Task 1: Read the passage. Match the headings in the box with the paragraphs. (Ex 1, p. 103)Task 2: Read the passage again and answer the questions. (Ex 2, p. 103)2. SpeakingTask 3: Interview your group members. Take notes of their answers and report to the class. (Ex 3, p. 103)3. ListeningTask 4: Listen to Trang talking about watching films with her family. Fill in each blank with ONE word. (Ex 4, p. 103)4. WritingTask 5: Write a paragraph of about 70 words about your favourite means of transport. You may use the following questions as cues. (Ex 5, p. 103)\*Homework |

**Procedures**

**Notes**

In each activity, each step will be represented as following

\* Deliver the task

\*\* Implement the task

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| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| Warm-up | To increase students’ interest and lead them into the lesson. | **Chatting:**\* Teacher writes on the board the word “FESTIVALS”, then asks Ss to retell as many festivals they have learnt in unit 9 as possible. After that, teacher asks Ss some questions:+ Do you like taking part in an interesting famous festival in the world?+ Do you know the name of the festival which they often throw tomatoes?\*\* Ss do the task independently.\*\*\* Ss calls on some Ss to give their ideas.\*\*\*\* Teacher confirms and leads Ss to the passage they are going to read “La Tomanita” | T-Ss | 3 mins |
| Practice | To help students practise reading for general information. To help students practise reading for specific information. To help students practise asking about TrafficTo help students practise listening for specific information (gap-filling).To help students write a paragraph describing a visit to a holiday city, based on the information provided. | **READING****Task 1: Read the passage. Match the headings in the box with the paragraphs. (Ex 1, p. 103)**\* Teacher asks Ss to read the passage quickly and match the headings with the paragraphs.\*\* Ss do the task individually first, then they can compare with their partners.\*\*\* Some Ss give their answers.\*\*\*\* Teacher confirms the correct answers.***Answer key:***1. B 2. C 3. A**Task 2:** **Read the passage again and answer the questions. (Ex 2, p. 103)**\* Teacher asks Ss to read the questions and the passages again carefully for details for their answers. \*\* Ss do the task independently, then swap their answers with their partners and show where they find the information for their answers. \*\*\* Some Ss give their answers in front of the class\*\*\*\* Teacher checks Ss’ answers as a class. **ANSWER KEY**1. People hold it in Buñol, Spain on the last Wednesday of every August.2. There is a ham.3. A jet of water from the water cannons.4. It’s one hour.5. It’s a traditional Spanish rice dish.**SPEAKING****Task 3: Interview your group members. Take notes of their answers and report to the class. (Ex 3, p. 103)**\* Teacher asks Ss work in group of four, then give them a handout to interview other members in group to take note their answers.

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| **Questions** | **S1** | **S2** | **S3** |
| 1. How far is it from your house to your school? |  |  |  |
| 2. How do you go to school? |  |  |  |
| 3. What is good about walking? |  |  |  |
| 4. What is good about public transport? |  |  |  |

\*\* Ss do the task in groups.\*\*\* The representative in each group reports to the class.\*\*\*\* Teacher corrects pronunciation, grammar or spelling if needed.**LISTENING****Task 4: Listen to Trang talking about watching films with her family. Fill in each blank with ONE word. (Ex 4, p. 103)**\* Teacher has Ss to read the sentences carefully and guess what they can fill in the blank. Then, teacher plays the recording for the first time.\*\* Ss do the task independently to listen and complete the sentences.\*\*\* Teacher asks for their answers and write them on the board.\*\*\*\* Teacher plays the recording again and confirms the correct answers.***Answer key:***1. home 2. relationship 3. time 4. lessons 5. language ***Audio script – Track 68:*** My family usually watches films together at weekends. Sometimes we go to the cinema, but most of the time we watch films at home. It’s a cheap entertainment activity because we don’t have to buy tickets. It also improves our relationship because it brings us closer. My parents spend quality time with us, and we don’t use our phones. Besides, after watching a film, we talk about its lessons and share what we like about it. This is a good way to learn about life and the world. Finally, watching films, especially those in English, helps us improve our language skills. So why don’t you start watching films with your family? You can see the good things it brings. **WRITING****Task 5: Write a paragraph of about 70 words about your favourite means of transport. You may use the following questions as cues. (Ex 5, p. 103)****\*** Teacher asks Ss to discuss with their partner the questions and encourages Ss to give as many reasons as possible.\*\* Ss do the task in pairs to discuss, then write their paragraph individually.\*\*\* Teacher calls on some Ss to write on the board, other Ss comment.\*\*\*\* Teacher corrects the grammar, spelling, vocabulary. | T-SsST-SsSSs-SsGroup workT-SsT-SsT-SsST-SsT- SsIn pairsST- Ss | 38 mins |
| Consolidation | To consolidate what students have practice in the lesson. | Teacher asks students to talk about what they have practice in the lesson. | T-Ss | 3 mins |
| Homework | To prepare for the next lesson.  | Prepare for Unit 10 – Lesson 1. | T-Ss | 1 min |