REVIEW 4 (UNITS 10-11-12)

# 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 10, 11, 12.

**1. Knowledge**

**Language focus:** A revision and practice on the vocabulary items and grammar points Ss have already studied in Units 10, 11, 12.

**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). |

Board Plan

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| *Date of teaching*  Review 4  Lesson 1: Language  \* Warm-up  Brainstorming  I. Practice  1. Pronunciation  Task 1: Mark (') the stressed syllables in the underlined words. Then listen, check and repeat. (Ex 1, p. 134)  2. Vocabulary  Task 2: Write the words in the box next to their definitions. (Ex. 2, p. 134)  Task 3: Complete the sentences with the words below. (Ex. 3, p. 134)  3. Grammar  Task 4: Use the correct tense and form of each verb in brackets to complete the sentence. (Ex. 4, p. 134)  Task 5: Find and cross (––) ONE incorrect article in each sentence and write the  correct one. (Ex. 5, p. 134)  \* 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 remind students the knowledge that they have learnt in Units 10 -11- 12. | **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 con-firms. | Group work | 5 mins |
| Practice | To help Ss review the stress in two- and three-syllable words.  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  To help Ss identify the wrong use of the articles and correct them. | **PRONUNCIATION:**  **Task 1: Mark (') the stressed syllables in the underlined words. Then listen, check, and repeat. (Ex 1, p. 134)**  \* 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.  ***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.  **VOCABULARY**  **Task 2: Write the words in the box next to their definitions. (Ex. 2, p. 134)**    \* 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.  ***Answer keys:***  1. sunlight  2. bamboo-copter  3. tour  4. coal  5. attraction  **Task 3: Complete the sentences with the words below. (Ex. 3, p. 134)**    \* 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.  ***Answer keys:***  1. public  2. natural  3. national  4. renewable  5. native  6. electrical  **GRAMMAR:**  **Task 4: Use the correct tense and form of each verb in brackets to complete the sentence. (Ex. 4, p. 134)**  \* 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.  ***Answer keys:***  1. is doing  2. will visit  3. is building  4. will use  5. will have  **Task 5: Find and cross (––) ONE incorrect article in each sentence and write the correct one. (Ex. 5, p. 134)**  **\*** 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.  ***Answer key:*** | T-Ss  S  T- Ss  T-Ss  T- Ss  S  T-Ss  S  T-Ss  S  T-Ss  T-Ss  T-Ss  S  Ss-Ss  T-Ss  T-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 4 – Lesson 2: Skills. | T-Ss | 1 min |

REVIEW 4 (UNITS 10-11-12)

# Lesson 2: Skills

**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 10, 11, 12.

**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 10,11,12.

**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 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). |

Board Plan

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| *Date of teaching*  Review 4  Lesson 2: Skills  \*Warm-up  Chatting  I. Practice  1. Reading: Alaska  Task 1: Read the passage. Find a word and a phrase from the passage and write them under their correct pictures. (Ex. 1a, p. 135)  Task 2: Choose the correct answer A, B, or C to complete each sentence. (Ex. 1b, p. 135)  **2. Speaking**  Task 3: Read the list of activities and discuss which ones are energy-saving and which ones are not. Explain your answer. (Ex. 2, p. 135)  **3. Listening**  Task 4: Listen and complete each sentence with ONE word. (Ex. 3, p. 135)  **4. Writing**  Task 5: Choose one of the future means of transport below. Write a paragraph of about 70 words about it. (Ex. 4, p. 135)  \*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:**  **ALASKA**  \* Teacher writes on the board “Alaska” and asks Ss some questions to lead into the passage they are going to read.  \*\* Ss do the task individually.  \*\*\* Teacher calls on some Ss to answer the questions.  \*\*\*\* Teacher can or can’t confirm. | T-Ss | 3 mins |
| Practice | To develop Ss’ knowledge of the vocabulary.  To help Ss practise reading for specific information through multiple choice questions.  To help Ss revise and talk about energy-saving activities.  To help Ss practise listening for specific information.  To help Ss practise writing a paragraph describing a future means of transport. | **READING**  **Task 1: Read the passage. Find a word and a phrase from the passage and write them under their correct pictures. (Ex. 1a, p. 135)**  \* Teacher asks Ss to look at the pictures first, then quickly read the passage and find word/ phrase for each one.    \*\* Ss do the task individually.  \*\*\* Some Ss answer.  \*\*\*\* Teacher confirms.  ***Answer key:***  1. float plane  2. dogsled  **Task 2: Choose the correct answer A, B, or C to complete each sentence. (Ex. 1b, p. 135)**  \* Teacher gives Ss some time to read all the passage carefully, then asks them to do Ex 1b.  \*\* Ss do the task independently.  \*\*\* Ss give answers and explain their ideas.  \*\*\*\* Teacher confirms.  ***Answer key:***  1. C  2. A  3. B  4. A  **SPEAKING**  **Task 3: Read the list of activities and discuss which ones are energy-saving and which ones are not. Explain your answer. (Ex. 2, p. 135)**  \* Teacher asks Ss to work in groups of 4 to discuss the list of activities and gives the reasons for each.  \*\* Ss do the task in group.  \*\*\* Some groups report their answers, other listen, and comment.  \*\*\*\* Teacher confirms and correct their grammar, pronunciation and spelling.  **SUGGESTED ANSWERS:**  Energy-saving: 1, 3, 4, 5  Not energy-saving: 2 and 6  The focus is on how a student explains his / her answer.  **LISTENING**  **Task 4: Listen and complete each sentence with ONE word. (Ex. 3, p. 135)**  \* Teacher asks Ss to read all the questions first, then try to guess the needed information to fill in the blanks. After that, teacher plays the recording twice for Ss to listen  \*\* Ss do the task independently.  \*\*\* Some Ss give their answers.  \*\*\*\* Teacher plays the recording again and confirms the correct answers.  ***Answer key:***  1. flying  2. parents  3. lanes  4. traffic  5. land  ***Audio script- Track 89***  *Next month, we will hold a meeting to introduce our new product, the flying bike. Most of our customers will be school children and their parents. Here are some of the questions they may ask you.*  *1. There are special lanes for bicycles on land, how about in the air? If you don’t have lanes for them, the bicycles will crash into each other.*  *2. Are there any air traffic laws? If there are, are they similar to those on land? How will the children learn them?*  *3. How can a flying bike find a place to land by itself? Will children have an electronic map? What will happen if the map does not work?*  *Can you add any more questions?*  **WRITING**  **Task 5: Choose one of the future means of transport below. Write a paragraph of about 70 words about it. (Ex. 4, p. 135)**    \* Teacher asks Ss to look at the picture and choose what means of transport for their writing. Then, teacher has Ss read the suggested information they can include in their description.  \*\* Ss do the task individually in 6-8 minutes.  \*\*\* Some Ss read their writing.  \*\*\*\* Teacher checks grammar, vocabulary, spelling if needed.  **Suggested answer:**  *The bamboo-copter will be a popular means of transport in the future. It’s not very fast, so it’s safe to ride. It’s cheap, and it doesn’t use much energy. Most people can afford it. It’s also convenient because you can go anywhere: in a busy city, to the sea, or to the mountains. The copter is small and can carry only one person, so it doesn’t take up much space. I love it.* | T-Ss  S  T-Ss  T-Ss  S  T-Ss  T-Ss  Group work  T- Ss  T-Ss  S  T- Ss  T- Ss  S  T- 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 last term test. | Prepare for the last term test. | T-Ss | 1 min |