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| **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK: …** | **Period ..... : REVIEW 1 (UNIT 1-2-3)**  **Lesson 1: LANGUAGE / Pronunciation- Vocabulary-Grammar** |

**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 1 -3.**

**1. Knowledge:** - To revise the language and skills they have learnt in Unit **1-2-3.**

**-** Revise the words related to hobbies and verbs of liking and disliking; healthy activities and health problems; and words related to community activities;

- Pronounce the sounds **/ə/, /ɜ:/, /f/, /v/, /t/, /d/, /ɪd/** correctly in isolation and in context;

- Revise the present simple tense, past simple to talk about past activities;

- Revise how to ask for and give health tips; how to give compliments.

**a) Vocabulary:** Ss revise the words related to hobbies and verbs of liking and disliking; healthy activities and health problems; and words related to community activities;

**b) Grammar :** Revise the present simple tense, past simple to talk about past activities; Simple sentences.

**c) Writing :** - Writing a paragraph about your hobby; Writing a passage to give advice on how to avoid viruses; Writing an email about school activities last summer.

**2. Competence:** Develop communication skills and cultural awareness

- Develop communication skills and creativity.

- Be cooperative and supportive in pair work and teamwork.

- Actively join in class activities

**3. Qualities :** - Raise students’ awareness of the need to keep their neighbourhood green.

- Have the good attitude to working in groups, individual work, pair work, cooperative learning.

- Develop self-study skills.

**II. TEACHING AIDS:**

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

- Students : Text books, studying equipment….

- Computer connected to the Internet.

- Sach mem.vn

**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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| **1. WARM UP & INTRODUCTION (5’)** | |
| **Aim: Introduction**  - By the end of this review, students will have revised the language they have learnt and the skills they have practised in Units 1 – 3.  - Ss revise what they have learnt so far in terms of language and skills.  - Summarise 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.  **\* Outcome:** Having a chance to speak English.  **\* Organisation :** Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Revision on the old lessons**  - Teacher **(T)** asks Ss some questions about them and class.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ T\_Ss**  - Students **(Ss)** listen and learn how to do.  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON (25’)** | |
| **A. LANGUAGE:**   * **Pronunciation**   ACTIVITY 1:  **Aim: To help Ss review the pronunciation of the sounds learnt in Units 1 - 3.**  **\* Content:** Review the pronunciation of the sounds. Choose the words …  **\* Outcome:** Pronouncing the sounds correctly.  **\* Organisation :** Teacher’s instructions….. | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Choose the word whose underlined part is pronounced differently**  - Write the sounds /a/ and /3:/; /t/, /d/ and /id/; /f/ and /v/ on the board. Write one word containing the sound below each of them. Ask Ss to read the words aloud.  - Ask Ss to do the task by reading aloud each group and circling the odd one out.  - Play the recording for Ss to listen and check their answers.  - Check Ss' answers as a class.  - Play the recording again for Ss to listen and repeat in chorus then individually.  - T may use the Language review as a self-test. Ss do the exercises in 30 minutes, then T checks their answers  - Check and confirm the correct answers | **1. Choose the word whose underlined part is pronounced differently**  **- T\_ Ss**  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Answer the teacher’s questions and enquirements.  **\* Key : 1. A 2.C 3. B 4. A 5. B**  **\* Audio script - Track 20:**   |  |  |  | | --- | --- | --- | | 1. A. proverb  2. A. learn  3. A. collected  4. A. listened  5. A. laugh | B. together  B. earn  B. cleaned  B. helped  B. ghost | C. exercise  C. hear  C. donated  C. watched  C. rough | |
| ACTIVITY 2: **Vocabulary**  **Aim: To help Ss revise the phrases showing activities and identify if they benefit oneself or the community.**  **\* Content:** Review the pronunciation , the vocab. Put the phrases in the correct column.  **\* Outcome:** Remember the words . Put the phrases in the correct column correctly.  **\* Organisation :** | |
| **2. Put the phrases below in the correct columns.**  - Have Ss do this exercise individually. Ask Ss to read the phrases carefully and make sure they remember their meanings.  - Ask Ss to categorise the activities as they do them for their own sake or for the benefit of the community.  - T checks as a class.  - If time allows, T can ask Ss to add more activities to each category. | **2. Put the phrases below in the correct columns.**  - Ss **work individually.**  - Do the tasks  **\* Key:** |
| ACTIVITY 3 :  **Aim: To help Ss revise more words from Units 1 - 3 and use them in context.**  **\* Content:** Complete the sentences.  **\* Outcome:** Ss will be able to revsie more words and do exercises correctly.  **\* Organisation :** | |
| **Teacher’s & Student’s activities** | **Content** |
| **3. Complete the sentences with the words and phrases below.**  - Have Ss do this exercise individually or in pairs.  - Ask Ss to read the words / phrases in the box and make sure they remember their meanings.  - Ask Ss to read each sentence and decide what word / phrase from the box can fit in.  - Check the answers as a class. Write the correct answers on the board. | **3. Complete the sentences with the words and phrases below.**  **- T\_ Ss**  - Listen to the instructions clearly  - Copy  **\* Key**:  **1.** coloured vegetables **2.** mountainous areas  **3.** hobby **4.** chapped lips  **5.** community **6.** taking photo |
| ACTIVITY 4 : **Grammar**  **Aim: To help Ss revise the use of the present and past simple.**  **\* Content:** Review the grammar points. Do the filling  **\* Outcome:** Revision. Do the filling correctly.  **\* Organisation :** | |
| **Teacher’s & Student’s activities** | **Content** |
| **4. Fill in the blanks with the correct tense of the verbs in brackets.**  - Ask Ss to read the sentences first and underline the clues that help them decide if the verbs are used in the present or past simple.  - Ask Ss to do the task. Remind them to use the correct forms of the verbs (positive / negative statements, or questions) as requested in each sentence.  - Check the answers as a class. Explain if necessary.T may then call on some Ss to read aloud the correct sentences. | **4. Fill in the blanks with the correct tense of the verbs in brackets. T\_ Ss**  - Listen to the instructions clearly    **\* Key**:  **1.** reads **2.** Do... do  **3**. need **4**. could not  **5**. did not / didn't volunteer **6.** joined |
| **3. FURTHER PRACTICE (10’)** | |
| ACTIVITY 5: **Grammar**  **Aim: To help Ss practise the present simple and past simple of verbs.**  **\* Content:** Review grammar elements taught in Units 1-3.Turn the sentences into negative...  **\* Outcome:** Remember how to form and use them. Do exercises correctly.  **\* Organisation :** | |
| **Teacher’s & Student’s activities** | **Content** |
| **5.** **Look at the picture of a classroom. Choose the best answers A, B, C.**  - Ask Ss to read the sentences first and underline the verb in each sentence.  - Look at each verb and note if it is used in the present simple or past simple.  - Ask Ss to do the task. Tell them to pay attention to the request for each sentence (change it into a negative statement or a question).  - Check as a class. Explain if necessary. T may call on some Ss to read aloud the correct sentences.  - Check and confirm the correct answers. | **5.** **Look at the picture of a classroom. Choose the best answers A, B, C.**  **- T\_ Ss**  **\* Key:**  **1**. She didn't like exercising.  **2**. My family doesn't always spend time doing housework together on Sundays.  **3**.I didn't use a lot of suncream during my holiday.  **4**. Did your community organise a fair to raise money for the homeless last week?  **5**. Does Tim make beautiful pieces of art from dry leaves and sticks? |
| **4. WRAP-UP & HOME WORK (2’)**  - Summarise the main points.  - Ask Ss what they have learnt so far. Have them recall the important grammar points.  + Words / phrases . Vocabulary; The grammar points.  **\* HOME WORK**  - Read again the conversation  - Do more exercises in workbook.  - Make more sentences using adverbs of frequency.  **==========================** | |