**REVIEW 1 (UNIT 1-2-3)**

**Lesson 1: LANGUAGE p.36**

**Week 8**

**Period**: **23**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 26/10/2022 |  |
| **6B** | 27/10/2022 |  |
| **6C** | 26/10/2022 |  |
| **6D** | 25/10/2022 |  |
| **6E** | 26/10/2022 |  |

**I. OBJECTIVES:**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Ss revise words and phrases about school things and activities; Types of house , rooms and furniture; Body parts, appearances, personality adjective

**\* Pronunciation:**

- Review the pronunciation of new words in Unit 1-2-3

**\* Grammar:**

- Present simple ; adverbs of frequency; possessive case; prepositions of place; Present continuous tense.

**2. Competencies:**

**a. General competencies:**

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

**b. Specific competencies:**

- Write a paragraph about one’s school; Write an email to a friend describing a home; Write a diary entry about best friends.

- Talk about the type of school; Describe houses, rooms furnoture; Talk about friends, summer camps.

- Pronounce the words correctly

**3. Qualities:**

- To teach Ssgood behaviour toward friends

- The awareness about importance of friendship in life.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

- Improve good personalities: Hard- working ; cooperative; sociable; good communication.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |  |  |
| --- | --- | --- | --- |
| **ACTIVITY 1: WARM-UP (5’)**  **1. Aim:**  - To create a friendly and atmosphere in the class before the lesson;  - 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.  **2. Content:**  - Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - Having a chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Ss do as required | | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | | **CONTENTS** |
| **Step 1: Task delivering**  - **Chatting(memory game )**  **Step 2: Task performance**  - T asks Ss what they have learnt so far in terms of language and skills. Summarise their answers and add some more information if necessary.  - Asks Ss to open their book and introduce what they are going to study….  - Students **(Ss)** listen and learn how to do.  - Ss open their notebook and write .  **Step 3: Report and discussion**  - Ss work in group to talk what they have learnt  - Ss join in the discussion  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. | | |  |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  **-** To help Ss review the pronunciation of the sounds learnt in Units 1 – 3: /a:/ and */Λ/*/ ; /s/ and /z/ correctly**.**  **-** To help Ss revise the vocabulary items they have learnt in the unit in a meaningful way.  **2. Content:**  - Review the pronunciation of the sounds. Choose the words …  - Review the pronunciation , the vocab.  - Write the names of school things and furniture.  **3. Products:**  **-** Vocabulary about the topic  - Pronouncing the sounds correctly.  - Remember the words, write it  **4. Implementation:** | | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | | |
| **Step 1: Task delivering**  - T sets the scene/ context for doing exercises  **Step 2: Task performance**  **Task 1. Choose the word whose underlined part is pronounced differently**  - Elicits the rulers of pronoucing final sound -s if needed. Ss do this exercise individually then share their answers with their partners before telling T the answers.  + Students(Ss)listen to the instructions carefully and learn how to do the tasks  - Writes the correct answers on the board.  - Checks and confirm the correct answers  - Ss answer the teacher’s questions and enquirements.  - Checks Ss’ pronunciation  **Task 2. Write the names of school things and furniture in the house which begin with /b/ and / p/.**  - T can organize this as a game. Ss do this in groups. The group that finds the most words will go to the board and write their answers. Other pairs may add more words.  - T writes other words on the board.  - Ss work in groups  - Do the tasks  - T invites some pairs to ask and answer in front of the class  - Observes and helps when and where necessary, and correct Ss'pronunciation and intonation.  - Ss share the answers.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the conversation  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | **1. Choose the word whose underlined part is pronounced differently**  **\* Key : 1. C 2. A 3. B 4. A 5. B**  **2. Write the names of school things and furniture in the house which begin with /b/ and / p/.**  **\* Key:** | | |
| **ACTIVITY 3: PRACTICE (20’)**  **1. Aim**:  To help Ss review the word groups used with play, have, do and study.  To help Ss review the personality adjectives, the words related to body parts, rooms and types of house.  To help Ss review grammar elements taught in Units 1-3: prepositions of place, possessive case and present continuous.  To help Ss review the use of the present simple and the present continuous.  **2. Content**:  Review the word groups used with play, have, do and study. Vocabulary have learnt in the units.  Review grammar elements taught in Units 1-3.  Review the use of the present simple and the present continuous.  **3. Products**:  Call out the vocabulary. Revision. Do exercises correctly.  Remember how to form and use them. Do exercises correctly.  Remember the form and use of the two tenses.  **4. Implementation**: | | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | | |
| **Step 1: Task delivering**  - T let Ss do more exercises in Review 1  **Step 2: Task performing**  **Task 3. Complete the words.**  **-** T has Ss do this individually and then share their answers with their partners.  - Ss listen to the instructions clearly  - T calls on or two Ss to write their answers on the board.  - Ss fulfil the tasks  - T checks and confirm the correct answers.  - Ss copy  **Task 4. Solve the crossword puzzle.**  - This can be done as a competition. Otherwise, ask Ss to do this in groups.(4 groups)  - Ss listen to the instructions clearly  - Ss fufil the tasks,  - T checks Ss'answers.  - Gives the answers  **Task 5.** **Look at the picture of a classroom. Choose the best answers A, B, C.**   * **(Lucky number)**   T devides class into two groups A & B  (There are 7 numbers,2 lucky numbers,5 questions)  - T has Ss look at the picture of a classroom and complete the sentences.  - Has Ss compare their answers with a classmate.  - Checks and confirm the correct answers.  **Task 6. Complete the sentences with the present simple or present continuous form of the verbs in brackets.**  - T elicits form and usage of the present simple and the present continuous.  - Asks Ss to do the exercise individually before calling one or two Ss to write their answers on the board.  - Ss listen to the teacher’s instructions carefully.  - Ss do the tasks . Prepare the at home beforehand  - T checks Ss'answers. Ask them for explanation if necessary.  **Step 3: Report and discussion**  - Ss work independently  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers. | **Key**: **1**. English **2**. Homework **3**. Lunch **4**. Sports  **5**. badminton  **4. Solve the crossword puzzle.**    **Write the words in the correct groups.**  play: sports, badminton  have: lunch  do: homework  study: English  **5.** **Look at the picture of a classroom. Choose the best answers A, B, C.**    **Key:** 1.LN **2.** B **3**. A **4**. A **5**. B **6**. C 7.LN  **6. Complete the sentences with the present simple or present continuous form of the verbs in brackets.**  **Key:**  **1.** is /'s raining  **2**. do you have  **3.** Is she studying  **4**. likes  **5**. is not / isn't cooking; is /'s reading | | |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss recall the knowledge  To give Home assignments  **2. Content**:  Revision  Home assignments  **3. Products**:  Recall learnt knowledge.  Take note Home assignments  **4. Implementation:** | | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** | |
| **Step 1: Task delivering (Home assignment)**  - Summarises the main points.  - Asks Ss what they have learnt so far. Have them recall the important elements:  + Words / phrases . Vocab; The grammar points.  **-** Home assignments  **Step 2: Task performance**  - Teacher summarizes all opinions  - T let Ss take note the hokme assignments  **Step 3: Report and discussion**  - T says something about the class time.  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | | **\* Home assignments:**  - Make more sentences using adverbs of frequency.  - Do test yourself p.22-25 in WB. | |
| **IV. FEED-BACK:**  **………………………………………………………………………………………**  **………………………………………………………………………………………**  **………………………………………………………………………………………**  **………………………………………………………………………………………**  **………………………………………………………………………………………** | | | |

**REVIEW 1 (UNIT 1-2-3)**

**Lesson 2: SKILLS p.37**

**Week 8**

**Period**: **24**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 27/10/2022 |  |
| **6B** | 29/10/2022 |  |
| **6C** | 27/10/2022 |  |
| **6D** | 29/10/2022 |  |
| **6E** | 27/10/2022 |  |

**I. OBJECTIVES:**

By the end of the lesson, students are expected to achieve the following objectives:

**1. Knowledge:**

**\*Vocabulary:**

- Ss revise words and phrases about school things and activities; Types of house , rooms and furniture; Body parts, appearances, personality adjective

**\* Pronunciation:**

- Review the pronunciation of new words in Unit 1-2-3

**\* Grammar:**

- Present simple ; adverbs of frequency; possessive case; prepositions of place; Present continuous tense.

**2. Competencies:**

**a. General competencies:**

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

**b. Specific competencies:**

**-** Students will be able to revise the language they have learnt and the skills they have practised in Units 1 – 3 in terms of language and skills . Practise doing exercises.

- Write a paragraph about one’s school; Write an email to a friend describing a home; Write a diary entry about best friends.

- Talk about the type of school; Describe houses, rooms furnoture; Talk about friends, summer camps.

**3. Qualities:**

- To teach Ssgood behaviour toward friends

- The awareness about importance of friendship in life.

- Ss have the good attitude to working in groups, individual work, and pairwork, cooperative learning and working.

- Improve good personalities: Hard- working ; cooperative; sociable; good communication.

**II. PREPARATIONS**

**Teacher:** Text book, laptop, loudspeaker, projector…

**Students:** Text books, studying equipment’s….

**III. PROCEDURE**

|  |  |  |  |
| --- | --- | --- | --- |
| **ACTIVITY 1: WARM-UP (5’)**  **1. Aim:**  - To create a friendly and atmosphere in the class before the lesson;  - 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.  **2. Content:**  - Have some warm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new class.  **3. Products:**  - Interest and concentration of Ss on the class activities.  - Having a chance to speak English and focus on the topic of the lesson..  **4. Implementation:**  **-** Teacher instructs  - Ss do as required | | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** | | |
| **Step 1: Task delivering**  - **Chatting**  **Step 2: Task performance**  - T asks Ss what they have learnt so far in terms of language and skills. Summarise their answers and add some more information if necessary.  - Asks Ss to open their book and introduce what they are going to study….  - Students **(Ss)** listen and learn how to do.  - Ss open their notebook and write .  **Step 3: Report and discussion**  - Ss work in group to talk what they have learnt  - Ss join in the discussion  **Step 4: Judgement**  - T summarizes the discussion and leads to Activity 2. |  | | |
| **ACTIVITY 2: KNOWLEDGE FORMATION (15')**  **1. Aim:**  **-** To help Ss practise reading for general and specific information.  **2. Content:**  - Practise reading. Choose A, B, C for each blank.  **3. Products:**  **-** more information, content of the email and the text  **4. Implementation:** | | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** | |
| **Step 1: Task delivering**  - T sets the scene/ context for doing exercises  **Step 2: Task performance**  **Task 1. Choose A, B, or C for each blank in the email below.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....)  + Follows the steps to teach vocabulary if have …..  - Have Ss do exercise 1 –Page 37  - Ss do these exercises individually, check their answers with their partners before giving the answers.  - Check their pronunciation  - Confirm the correct answers  **Task 2. Read the text and answer the quetions**  - T has Ss do this activity by themselves  - Has Ss work in pairs to ask and answer the questions.  - Ss **work individually** first then work in pairs ask and answer the questions  - Do the tasks  - T Invites some pairs to ask and answer in front of the class  - Ss Share the answers.  - Observes and help when and where necessary, and correct Ss'pronunciation and intonation.  - Ss share the answers.  **Step 3: Report and discussion**  - Ss write down the new vocabulary  - T asks, Ss answer some more questions about the conversation  **Step 4: Judgement**  - T gives feedback on the reaction of Ss | | **1. Choose A, B, or C for each blank in the email below.**  **\* Key:**  **1. 1.A 2. C 3. C 4. B 5. B**  **2. Read the text and answer the quetions**  **\* Key:**  1. It's in a quiet place not far from the city centre.  2. They are hard-working and kind.  3. They are helpful and friendly.  4. There are five clubs.  5 . Because it's a good school | |
| **ACTIVITY 3: PRACTICE (20’)**  **1. Aim**:  To help Ss practise asking and answering about what they like and dislike about their school and their reasons.  To help Ss review listening for specific information.  To help Ss complete an email of 40-45 words about a student’s family member.  **2. Content**:  Interview classmates about what they like and dislike about their school.  Listen and fill .  Write an email to friend , telling him/ her about a family member.  **3. Products**:  Likes and dislikes about their schools.  Listen and fill the correct word for each bank.  Ss can write an email, using given questions.  **4. Implementation**: | | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | | **CONTENTS** |
| **Step 1: Task delivering**  - T let Ss do more exercises in Review 1  **Step 2: Task performing**  **Task 3. Interview two of your classmates about what they like and dislike about your school. Report their answer.**  - T has Ss work in groups of three. One interviews the other two about what they like and dislike about their school and their reasons why.  - Tells Ss to write their group members’ answers in their notebooks and report them to the class.  - Ss listen to the instructions clearly  - Ss work in groups of three .  - Summarises Ss’ ideas.  - Lets Ss do the exercise individually and then compare their answers.  - Checks and confirm the correct answers.  **Task 4. An and Mi are talking on the phone . Listen and fill each blank with ONE word**  - T has Ss read the sentences. Play the recording the first time.  - T asks Ss to listen and complete the sentences.  - Ss Listen to the teacher’s instructions carefully.  - T asks for their answers and write them on the board.  - T plays the recording the second time for Ss to check their answers.  - Checks Ss'answers.  - Play the recording the last time if necessary, stopping at different places where Ss got the wrong answers  - Compare their answers.  - Check and confirm the correct answers.  **5.Write an email of about 50 words to your friend. Tell him her about a family member. Use these questions:**  - T elicits the parts of an email.  - Asks Ss to discuss and answer the questions in pairs. Then have them write their emails individually.  - Asks one student to write the email on the board. Other Ss and T comment on the email on the board.  - T collects some emails to give feedback at home.  - Gets feedback.  **Step 3: Report and discussion**  - Ss work independently  - Share the answers  **Step 4: Judgement**  - T gives feedback on the answers. | | | **3. Interview two of your classmates about what they like and dislike about your school. Report their answer**  **4. An and Mi are talking on the phone . Listen and fill each blank with ONE word**  \* **Key:**  **1. home 2. plants 3. living 4. sleeping 5. TV**  **Audio script:**  *An: Why is it so quiet, Mi? Are you home alone?*  *Mi: No. Everybody is here, but they are in different rooms.*  *An: Where's your mum? Is she cooking in the kitchen?*  *Mi: No. She's watering the plants in the garden.*  *An: What’s he doing?*  *Mi: He’s listening to the radio.*  *An: What about your younger brother? Is he with your mum?*  *Mi: No. He’s sleeping in my bedroom. My cousin, Vi, is here too.*  *An: What’s she doing?*  *Mi: She’s watching TV*  **5.Write an email of about 50 words to your friend. Tell him her about a family member. Use these questions:**   1. Who is the person? 2. How old is he / she? 3. What does he/ she look like? 4. What is/ she like? … |
| **ACTIVITY 4: APPLICATION (5' )**  **1. Aim**:  To help Ss recall the knowledge  To give Home assignments  **2. Content**:  Revision  Home assignments  **3. Products**:  Recall learnt knowledge.  Take note Home assignments  **4. Implementation:** | | | |
| **TEACHER AND STUDENTS' ACTIVITIES** | | **CONTENTS** | |
| **Step 1: Task delivering (Home assignment)**  - Summarises the main points.  - Asks Ss what they have learnt so far. Have them recall the important elements:  + Words / phrases and combinations related to friends…  **-** Home assignments  **Step 2: Task performance**  - Teacher summarizes all opinions  - T let Ss take note the hokme assignments  **Step 3: Report and discussion**  - T says something about the class time.  -**Step 4: Judgement**  T gives feedback and requires Ss do homework. | | **\* Home assignments:**  - Complete the paragraph you have written and write down on your notebook.  - Do more exercises in workbook. | |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | | | |