**REVIEW 2 (UNIT 4-5-6)**

**Lesson 1: Language p.68 /PronuncVocabulary-Grammar**

**Week 17**

**Period**: **49**

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| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 26/12/2022 |  |
| **6B** | 28/12/2022 |  |
| **6C** | 26/12/2022 |  |
| **6D** | 26/12/2022 |  |
| **6E** | 27/12/2022 |  |

**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 places in a neighbourhood; things in nature; things and activities at Tet.

**\* Pronunciation:**

- Review the pronunciation of new words in Unit 4-5-6

- review the pronunciation of the sounds learnt in Units 4-5-6: **/I/ and /i:/, /t/ and /d/, and */s/ and /∫/*.**

**\* Grammar:**

- Comparative adjectives

- Must / Mustn’t.

- Countable and uncountable nouns.

- Shouuld/ shouldn’t; some any .

**2. Competencies:**

**a. General competencies:**

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

**b. Specific competencies:**

- Writing: write a paragraph about a neighbourhood; write a paragraph about a natural wonder; write an email about what children should/ shouldn’t do at Tet.

- Speaking: ask for directions; make appointments; say new year’s wishes.

**3. Qualities:**

- To teach Ssgood behaviour toward friends

- The awareness about importance of family, hometown, country 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 4-5-6.  **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 review the pronunciation of the sounds learnt in Units 4-5-6: **/I/ and /i:/, /t/ and /d/, and */s/ and /∫/*.**  **-** To help Ss revise the vocabulary items they have learnt in the unit in a meaningful way.  - To help Ss review the adjectives describing the neighbourhood, the wonders of Viet Nam, and Tet holiday.  **2. Content:**  - Review the pronunciation of the sounds. Choose the words …  - Review the pronunciation , the vocab.  - Review the adjectives describing the neighbourhood, the wonders. Doing exercises  **3. Products:**  **-** Vocabulary about the topic  - Pronouncing the sounds correctly.  - Remember the words, write it  - Do exercises correctly; exactly  **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. Listen and circle the word with the different underlined sound.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....) if have  + Follows the steps to teach vocabulary  - Writes the three pairs of sounds on the board.  - Says some words containing the sounds aloud and ask if Ss can identify which sound it is.  - Asks Ss to read aloud the words in each group and decide by themselves which one is the odd one out.  - Plays the recording for Ss to listen and check their answers. Have Ss do this exercise Individually.  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Ss answer the teacher’s questions and enquirements.  - T checks their answers as a class.  Ss listen again and repeat in chorus and individually.  - T checks and confirm the correct answers  - T checks their pronunciation.  **Task 2. Write the words in the box (a-h) next to their opposites (1-8)**  - Ask Ss to read the adjectives in the box first and try to remember their meanings.  - Ask if they know their opposite meanings.  - Then has Ss do the exercise independently  - Allows Ss to exchange answers with a partner.  - T checks the answers as a class.  - Invite some pairs to ask and answer in front of the class  - Ss work individually.  - Do the tasks  - Share the answers.  - T observes and helps when and where necessary, and correct Ss'pronunciation and intonation.  **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. Listen and circle the word with the different underlined sound**  **\* Key :**  **1**. A **2**. C **3**. B **4**. C **5.** C  **Audio script:**  1. A. seat B. wonders C. desert  2. A. cheap B. teach C. bread  3. A. sugar B. some C.sure  4. A. excuse B. between C. cathedral  5. A. modern B. crowded C. celebrate  **2. Write the words in the box (a-h) next to their opposites (1-8)**  1 – d:  big >< small *(to  - nhỏ)*  2 – g: happy >< sad *(vui – buồn)*  3 – f: cold >< hot *(lạnh – nóng)*  4 – b: quiet >< noisy *(yên tĩnh - ồn ào)*  5 – a: long >< short *(dài – ngắn)*  6 – h: expensive >< cheap *(đắt >< rẻ)*  7 – c: high >< low *(cao – thấp)*  8 – e: interesting >< boring *(thú vị - nhàm chán)* | | |
| **ACTIVITY 3: PRACTICE (20’)**  **1. Aim**:  To help Ss identify the words through their definitions.  To help Ss review grammar elements taught in Units 4-6: must / mustn't, some / any, and comparative adjectives.  To help Ss review the use of should / shouldn't.  **2. Content**:  Revision by choosing the words/ phrases.  Review grammar elements taught in Units 4-6  Complete the sentences using should / shouldn't.  **3. Products**:  Ss can choose the correct answer.  Remember the form , the use of some grammar points. Doing exercises correctly  Ss can do it quickly, correctly  **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. Choose the correct word/ phrase for each denifition.**  - T asks Ss to do this exercise individually.  - T has Ss to swap their answers with a partner.  - Ss listen to the instructions clearly  - Ss fulfil the tasks  - T checks Ss' answers as a class.  T may ask Ss to underline the key words that help them determine their answers.  - Ss listen to the instructions clearly  - Ss complete the tasks,  - Ss give the answers  - Checks and confirm the correct answers.  **Task 4. Complete the sentences with the correct answer A, B, or C.**  - T has Ss do the exercise individually.  - T gets Ss to exchange their answers and discuss If there Is any difference In their answers.  - Ss listen to the teacher’s instructions carefully.  - Ss do the tasks .  - Ss give the answers  - Checks Ss' answers as a class, and explain if needed.  - T has Ss compare their answers with a classmate.  - Check and confirm the correct answers.  **Task 5. Complete the sentences with *should* or *shouldn’t.***  T has a brief revision of should / shouldn't by naming an activity. Ss say if they should / shouldn't do it.  T has Ss do this exercise independently.  Check the answers as a class.  - Ss listen to the teacher’s instructions carefully.  - Ss do the tasks . Prepare at home beforehand.  - Check 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. | **3. Choose the correct word/ phrase for each denifition.**  **\*Key:**  **1**. waterfall **2.** compass **3**. museum  **4.** wish **5**. lucky money  **4. Complete the sentences with the correct answer A, B, or C.**  \* **Key:**  **1.** B **2**. C **3**. C **4.** A **5**. A  **5. Complete the sentences with *should* or *shouldn’t.***  **\*Key:**  **1.** should **2**. shouldn't **3**. shouldn't  **4**. should **5**. should | | |
| **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**  - 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 should/shouldn/t  - Do more exercises in workbook. | |
| **IV. FEED-BACK:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | | | |

**REVIEW 2 (UNIT 4-5-6)**

**Lesson 2: Skills p.68-69 /PronuncVocabulary-Grammar**

**Week 17**

**Period**: **50**

|  |  |  |
| --- | --- | --- |
| **Class** | **Date of teaching** | **Attendance** |
| **6A** | 28/12/2022 |  |
| **6B** | 29/12/2022 |  |
| **6C** | 28/12/2022 |  |
| **6D** | 27/12/2022 |  |
| **6E** | 28/12/2022 |  |

**OBJECTIVES:**

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

**1. Knowledge:**

**\*Vocabulary:**

- Ss revise words and phrases about places in a neighbourhood; things in nature; things and activities at Tet.

**\* Pronunciation:**

- Review the pronunciation of new words in Unit 4-5-6

**\* Grammar:**

- Comparative adjectives

- Must / Mustn’t.

- Countable and uncountable nouns.

- Shouuld/ shouldn’t; some any .

**2. Competencies:**

**a. General competencies:**

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

**b. Specific competencies:**

- Writing: write a paragraph about a neighbourhood; write a paragraph about a natural wonder; write an email about what children should/ shouldn’t do at Tet.

- Speaking: ask for directions; make appointments; say new year’s wishes.

- Listening and reading for specific information.

**3. Qualities:**

- To teach Ssgood behaviour toward friends

- The awareness about importance of family, hometown, country 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**

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| **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 4-5-6.  **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 information.  - To help Ss practise reading for specific information.  **2. Content:**  - Reading the passage and do the matching.  - Reading the passage again for specific information.  **3. Products:**  **-** Get some information of the passage by doing the matching.  - Understanding more the content of the passage by choosing the best answer .  **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. Read the passage and match the headings (A, B, C) with the paragraphs.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....) if have …..  - T has Ss read the headings and the paragraphs carefully before they decide which goes with which.  - T asks Ss to underline the words / phrases in the paragraphs to help them match. Go through the underlined words and phrases Ss have done.  - Guides Ss how to look for clues. This will help Ss do activity 2 more easily.  + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  - Ss answer the teacher’s questions and enquirements.  - T checks the answers as a class.  - Checks their pronunciation  - Confirms the correct answers  **Task 2. Read the passage again and choose the correct answer A, B or C**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation .....) if have  + Follows the steps to teach vocabulary  - T has Ss read each sentence and look for the key word(s) In It.  - Decides where to look for the information (paragraph 1,2, or 3) in 1. This will make it quicker and easier for Ss to find the correct answers.  - Ss work individually first then work in pairs ask and answer the questions  - Ss do the tasks  E.g. Sentence 1 has plants and flowers' go to  -> paragraph 1: Nature.  - Checks Ss' answers as a class.  - Observes and helps when and where necessary, and corrects Ss'pronunciation and intonation.  **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. Read the passage and match the headings (A, B, C) with the paragraphs.**  **\* Key:**  **1. B 2. C 3. A**  **2. Read the passage again and choose the correct answer A, B or C**  **\* Key:**  **1.** A **2**. A **3**. B **4.**C |
| **ACTIVITY 3: PRACTICE (20’)**  **1. Aim**:  To help Ss practise asking and answering about a place they want to visit and explain why.  To help Ss review listening for specific information (T/F questions).  To help Ss complete a guided paragraph of about 50 words to describe their neighbourhood.  **2. Content**:  Read again the passage. Make a list of the places. Ask ans anaswer about the places.  Listen to a travel agent about their trip to Singapore. Tick T/F  Complete a guided paragraph .  **3. Products**:  Improve speaking skills. Asking and finding out which places their partners want to visit.  Ss Listen and can tick T/F correctly.  Ss can complete the paragraph to describe the place they live.  **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. Work in pairs. Read the passage “Visit Singapore ” again and make a list of the places. take turns to ask and find out which place your partner wants to visit and why.**  - T asks Ss to refer to the passage about Singapore in 1 and make a list of the places mentioned.  - Allows Ss some time to form their own ideas of where to go and why they want to go there.  - T has Ss then work in pairs, asking and answering to find out where their partners want to go and why.  - Goes round and support Ss If It's needed.  - Calls on some Ss / pairs to present their Ideas to the class.  - Ss listen to the instructions clearly  **- Work in pairs**  - Ss’s answers.  - Lets Ss do the exercise and then compare their answers.  - Checks and confirm the correct answers.  **Task 4. Mai’s family is talking to a tavel agent about their trip to singapore. Listen and tick (**✓**) T (True) or F (False)**  - T allows Ss some time to read the statements carefully get the gist of the listening.  - Guides Ss to look for key words which can help them focus while listening. For example: four days (1), won't go (2) a full day (3)...  - Plays the recording two or three times (as needed). Ss listen and tick the answers.  - Allows Ss to swap their answers.  - Ss listen to the teacher’s instructions carefully.  - Ss check the answers  - T checks their answers as a class. Encourage Ss to correct the false statement(s).  - Ss give the answers  If there is enough time, T may tell Ss more about the Light and Sound Show and Sentosa.  The Light and Sound Show: a form of nighttime entertainment that is usually presented outdoor, using light and sound to tell a historical story.  Sentosa: a sunny island in Singapore, a big centre of entertainment, which offers activities for people of different age groups. There are Sea Aquarium, Butterfly Park, Insect Kingdom, Skyline Luge, Cove Waterpark, Universal Studio, and the famous Light and Sound Show.  - Checks and confirms the correct answers.  **Task 5. Complete this paragraph to describe the place you live.**  - T has Ss read the guided paragraph first and decide which information is needed for each blank.  - T allows Ss some time to think about the information they need to complete the frame.  - Go round and check if they are doing the task correctly and offer help if needed.  - Ss listen to the teacher’s instructions carefully.  - Ss do the tasks  - Ss compare the answers.  **\* Post- writing**  - Calls on one or two volunteers to read aloud their answers. Call for other Ss'comments.  - Collects some writings to correct at home.  - T collects some writing 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. Work in pairs. Read the passage “Visit Singapore ” again and make a list of the places. take turns to ask and find out which place your partner wants to visit and why.**  **Suggested answers:**  A list of places:  - parks  - the zoo  - Chinatown  - Little India  - Sentosa  A: Which place you want to visit?  B: Chinatown.  A: Why do you want to visit it?  B: I want to see how Chinese live and try their food.  **4. Mai’s family is talking to a tavel agent about their trip to singapore. Listen and tick (**✓**) T (True) or F (False)**  \* **Key:**  **1**. T **2**. F **3.** T **4.** T **5.** F  **Audio script:**  *Travel agent*: Here we have a four-day programme for you ...  *Mai's mother*: Do we visit somewhere natural?  *Travel agent*: Oh yes. We have two days for nature: one day at the National Park and one day at the zoo. *Mai's mother*: How about Sentosa?  *Travel agent*: Sentosa is a 'must' for families. We spend one day there.  *Mai's mother*: Is it enough?  *Travel agent:* We start early and return late. There we visit the Sea Aquarium ...  *Mai's mother*: What is it?  *Travel agent*: It's a zoo for fish.  *Mai's mother:* Great.  *Travel agent*: In the evening we will watch the Light and Sound Show. And the last day is for ...  **5. Complete this paragraph to describe the place you live.**  **Sample answer:**  *I live in Tam Diep Town, Ninh Binh. Life is very slow and quiet here. There are large pineapple fields in my neighbourhood.*  *At weekends, my friends and I often go to the town playground where we can play football*  *and fly kites. That's our favourite place.* | |
| **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**  - 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:**  **………………………………………………………………………………………………**  **………………………………………………………………………………………………**  **……………………………………………………………………………………………….**  **……………………………………………………………………………………………….**  **………………………………………………………………………………………………..** | | |