REVIEW 3 (UNITS 7-8-9)

# **Lesson 1: Language**

**I. OBJECTIVES**

By the end of this lesson, students will be able to:

**1. Knowledge**

- review words related to traffic, films, and festivals

- review the pronunciation of the sounds /aɪ/, /eɪ/, /ɪǝ/, /eǝ/, and stress in two-syllable words;

- review the use of connectors (*though/ however*), *should/ shouldn't, Yes/ No questions*, and *It* indicating distances

**2. Core competence**

- Develop communication skills and cultural awareness

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

**II. MATERIALS**

- Grade 7 textbook, Review 3 - Language

- Computer connected to the Internet

- Projector /TV/ pictures and cards

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**Assumptions**

| **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 excessively talkative students practise.- Continue to define expectations in small chunks (before every activity). |

Board Plan

| *Date of teaching*REVIEW 3Lesson 1: Language\* Warm-upMindmapI. PronunciationTask 1a: Choose the word in which the underlined part is pronounced differently.Task 1b: Choose the word which has a different stress pattern from that of the others.**II. Vocabulary**Task 2: Write the phrases from the box under the road signs.Task 3: Fill in each blank with a suitable word from the box.**III. Grammar**Task 4: Which of the underlined parts in each question is incorrect? Find and correct it.Task 5: Rewrite the sentences so that they have the same meanings as the original ones. **\* Homework** |
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**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **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 the class into 3 big groups to draw a mindmap related to the knowledge they have learnt in Units 7, 8, 9.\*\* Ss do the task in groups.\*\*\* Teacher calls on some students to present their mindmaps.\*\*\*\* Other Ss comment and teacher confirms. | T-SsGroup workT-SsT-Ss | 5 mins |
| PRONUNCIATION | To help students review the pronunciation of the sounds learnt in Units 7-8 | **TASK 1A: 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 | T-SsSsT-SsT-Ss | 35 mins |
|  | To help students review the pronunciation of two-syllable words learnt in Unit 9 | **TASK 1B: 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 | T-SsSsT-SsT-Ss |
| VOCABULARY | To help Ss review the meaning of road signs | **TASK 2: 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 | T-SsSsT-SsT-Ss |
| To help students review the words/ phrases related to films and festivals | **TASK 3: 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 be filled in each blank.\*\* Ss do the task independently.\*\*\* Teacher calls on some Ss to write answers on the board.\*\*\*\* Teacher gives feedback and confirms the answers.***Answer key:***1. feast 2. shocking 3. Easter 4. fantasy 5. violent  | T-SsSsT-SsT-Ss |
| GRAMMAR | To help students review grammar points taught in Units 7-9 | **TASK 4: 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,) | T-SsSsT-SsT-Ss |
| **TASK 5: 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 students can comment.\*\*\*\* Teacher confirms the correct sentences.***Answer key:***1. It’s / It is 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. | T-SsSsT-SsT-Ss |
| WRAP-UP | 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 this lesson, Ss will be able to:

**1. Knowledge**

- practise reading for specific information about traffic rules, a film review and an unusual festival;

- practise asking and answering about the topic of traffic

- practise listening for specific information about watching films

- practise writing a paragraph about means of transport

**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**

- Grade 7 textbook, Review 3 - Language

- Computer connected to the Internet

- Projector /TV/ pictures and cards

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**Assumptions**

| **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 excessively talkative students practise.- Continue to define expectations in small chunks (before every activity). |

Board Plan

| *Date of teaching*REVIEW 3Lesson 2: Skills\*Warm-upChatting**Practice****1. Reading**Task 1: Read the passage. Match the headings in the box with the paragraphs.Task 2: Read the passage again and answer the questions.**2. Speaking**Task 3: Interview your group members. Take notes of their answers and report to the class.**3. Listening**Task 4: Listen to Trang talking about watching films with her family. Fill in each blank with ONE word.**4. Writing**Task 5: Write a paragraph of about 70 words about your favourite means of transport. **\*Homework** |
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**III. PROCEDURES**

***Notes:***

In each activity, each step will be represented as following:

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **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 name 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 in 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 |
| READING | To help students practise reading for general information | **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 | T-SsSsSsT-Ss | 38 mins |
| To help students practise reading for specific information | **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. | T-SsSsSs-SsT-Ss |
| SPEAKING | To help students practise asking about Traffic | **TASK 3: WORK IN GROUPS. INTERVIEW YOUR GROUP MEMBERS. TAKE NOTES OF THEIR ANSWERS AND REPORT TO THE CLASS.** *(Ex 3, p. 103)*\* Teacher asks Ss to work in groups of four, then give them a handout to interview other members in group to take note of their answers.

| **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. | T-SsGroup workSsT-Ss |
| LISTENING | To help students practise listening for specific information (gap-filling) | **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 writes 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  | T-SsSsT-SsT-Ss |
| WRITING | To help students write a paragraph about their favourite means of transport | **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 Ss write their paragraphs individually.\*\*\* Teacher calls on some Ss to write on the board, other Ss comment.\*\*\*\* Teacher corrects the grammar, spelling, vocabulary. | T-SsPair workSsSs-SsT-Ss |
| WRAP-UP | To consolidate what students have practised in the lesson. | Teacher asks students to talk about what they have practised in the lesson. | T-Ss | 3 mins |
| HOMEWORK | To prepare for the next lesson.  | - Prepare for Unit 10 – Lesson 1: Getting started.- Do Test yourself 3 in the workbook. | T-Ss | 1 min |