REVIEW 1 (UNITS 1+2+3)

# Lesson 1: Language

Lesson aim(s)

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| By the end of this review, students will be able to revise the language they have learnt and the skills they have practised in Units 1-2-3. |

Materials (referenced)

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| * Grade 6 text book, Review 1 - Language * Pictures, printed chart, crossword puzzle * sachmem.vn |

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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 will excessively talk in the class. | * Define expectation 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 1  Lesson 1: Language  \* Warm-up  Memory game: Complete the chart.  I. Practice  **\* Pronunciation**  Task 1: Choose the word whose underlined part is pronounced diﬀerently.  Task 2: Write the names of school things and furniture in the house which begin with /b/ and /p/.  **\* Vocabulary**  Task 3: Complete the words.  Task 4: Solve the crossword puzzle.  **\* Grammar**  Task 5: Look at the picture of a classroom. Choose the best answer A, B, or C.  Task 6: Complete the sentences with the present simple or the present continuous form of the verbs in brackets.  \* Homework |

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| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| Warm-up | To revise the language that students have learnt in Units 1+2+3. | ***\* Memory game***   * Teacher draws/sticks an unfinished chart which summarizes the language that students have learnt in Units 1, 2, 3 on the board. * Teacher divides the class into 2 teams and asks students to run in a relay to complete the chart:      * The team with the most correct answers will be the winner.   ***Suggested answer:*** | Team work | 5 mins |
| Practice | To help students review the pronunciation of the sounds learnt in Units 1-2-3: /ɑ:/ and /ʌ/; /s/ and /z/ correctly.  To help students review the pronunciation of the sounds /b/ and /p/ in words.  To help students review the word groups used with “play, have, do” and “study”.  To help students review the personality adjectives, the words related to body parts, rooms and types of house.  To help students review grammar elements taught in Units 1-2-3: prepositions of place, possessive  case and present continuous. | **\* PRONUNCIATION**  **Task 1: Choose the word whose underlined part is pronounced diﬀerently.**   * Teacher elicits the rules of pronouncing final -*s* if needed. * Students do this exercise individually then share their answers with their partners. * Teacher gives feedback and confirms the answers.   ***Answer key:***  1. C  2. A  3. B  4. A  5. B  **Task 2: Write the names of school things and furniture in the house which begin with /b/ and /p/.**   * Teacher organizes this task as a game. * Students do this task in pairs. The pair that finds the most words will go to the board and write their answers. * Other pairs may want to add more words. Write other words on the board. * Teacher gives feedback and confirms the answers.   ***Suggested answers:***   |  | | --- | | **/b/** | | book, bag, bed… | | **/p/** | | pen, pencil, picture, poste… |   **\*** **VOCABULARY**  **Task 3: Complete the words.**   * Teacher has students do this task individually and then share their answers with their partners. * Teacher calls one or two students to write their answers on the board. * Teacher checks and confirms the correct ones.   ***Answer key:***  1. English  2. homework  3. lunch  4. sports  5. badminton  🡪 play: sports, badminton 🡪 have: lunch  🡪 do: homework  🡪 study: English  **Task 4: Solve the crossword puzzle.**   * Teacher sticks the crossword puzzle on the board. * Teacher divides the class into 2 teams and asks students to run in a relay to complete the crossword puzzle. * The team with the most correct answers will be the winner.   ***Answer key:***    **\* GRAMMAR**  **Task 5: Look at the picture of a classroom. Choose the best answer A, B, or C.**   * Teacher has students look at the picture of a classroom and complete the sentences.      * Students compare their answers with a classmate. * Teacher checks and confirms the correct answers.   *Answer key:*  1. B  2. A  3. A  4. B  5. C  **Task 6: Complete the sentences with the present simple or the present continuous form of the verbs in brackets.**   * Teacher elicits form and usage of the present simple and the present continuous. * Teacher asks students to do the exercise individually before calling one or two students to write their answers on the board. * Teacher checks students’ answers and asks them for explanation if necessary   ***Answer key:***  1. is / ’s raining  2. do you have  3. Is she studying  4. likes  5. is not / isn’t cooking;  is reading | T-Ss  S  Ss-Ss  T-Ss  Pair work  T-Ss  S  T-Ss  Team work  T-Ss  Ss-Ss  T-Ss  T-Ss  S  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 1 – Skills. | T-Ss | 1 min |

REVIEW 1 (UNITS 1+2+3)

# Lesson 2: Skills

Lesson aim(s)

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| By the end of this review, students will be able to revise the language they have learnt and the skills they have practised in Units 1-2-3. |

Materials (referenced)

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| * Grade 6 textbook, Review 1 – Skills * sachmem.vn |

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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 will excessively talk in the class. | * Define expectation 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 1  Lesson 2: Skills  \* Warm-up  Chatting  I. Practice  **\* Reading**  Task 1: Choose A, B, or C for each blank in the email below.  Task 2: Read the text and answer the questions.  **\* Speaking**  Task 3: Interview two of your classmates about what they like and dislike about your school. Report their answers.  **\* Listening**  Task 4: An and Mi are talking on the phone. Listen and fill each blank with one word.  **\* Writing**  Task 5: Write an email of about 50 words to your friend. Tell him/ her about a family member. Use these questions as cues.  \* Homework |

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| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| Warm-up | To increase students’ interest and lead them into the lesson. | **\* Chatting:**   * Teacher asks students some questions to lead them into the lesson:  1. *Do you have any pen pals?* 2. *How do you communicate with your pen pal?* 3. *Do you often write emails to your pen pal?*  * Teacher lead in the reading part of the lesson. | T-Ss | 5 mins |
| Practice | To help students practise reading for specific information.  To help students practise reading for general information.  To help students practise asking and answering about what they like and dislike about their school  and the reasons why.  To help students review listening for specific information.  To help students complete a guided paragraph of 40-45 words about a student’s family member. | **\* READING**  **Task 1: Choose A, B, or C for each blank in the email below.**   * Students do these exercises individually. * Students check their answers with their partners before they give the answers to teacher. * Teacher confirms the correct answers.   **Answer key:**  1. A  2. C  3. C  4. B  5. B  **Task 2: Read the text and answer the questions.**   * Students do these exercises individually. * Students check their answers with their partners before they give the answers to teacher. * Teacher confirms the correct answers.   ***Answer key:***  1. It’s in a quiet place not far from the city center.  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.  **\* SPEAKING**  **Task 3: Interview two of your classmates about what they like and dislike about your school. Report their answers.**     * Teacher has students work in groups of three. One interviews the other two about what they like and dislike about their school and the reasons why. * Teacher tells students to write their group members’ answers in their notebooks and report them to the class. * Teacher summarizes students’ ideas.   **\* LISTENING**  **Task 4: An and Mi are talking on the phone. Listen and fill each blank with one word.**   * Teacher has students read the sentences. * Teacher plays the recording for the first time. * Teacher asks students to listen and complete the sentences. Ask for their answers and writes them on the board. * Teacher plays the recording the second time for students to check their answers. * Teacher checks students’ answers. * Teacher plays the recording the last time if necessary, stopping at diﬀerent places where students got the wrong answers.   ***Answer 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****: And where’s your dad?*  ***Mi****: He’s in the living room.*  ***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.*  **\* WRITING**  **Task 5: Write an email of about 50 words to your friend. Tell him/ her about a family member. Use these questions as cues.**   * Teacher elicits the parts of an email. * Teacher asks students to discuss and answer the questions in pairs. * Teacher then has them write their emails individually. * Teacher asks one student to write the email on the board. * Other students and teacher comment on the email on the board. * Teacher then collects some emails to give feedback at home. | S  Ss-Ss  T-Ss  S  Ss-Ss  T-Ss  Group work  T-Ss  T-Ss  T-Ss  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 Unit 4. | T-Ss | 1 min |