

# REVIEW 1 (UNITS 1+2+3)

## Lesson 1: Language

### Lesson aim(s)

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)

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

Anticipated difficulties	Solutions
1. Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none"><li>- Encourage students to work in pairs, in groups so that they can help each other.</li><li>- Design as many exercises as games as possible.</li><li>- Provide feedback and help if necessary.</li></ul>
2. Some students will excessively talk in the class.	<ul style="list-style-type: none"><li>- Define expectation in explicit detail.</li><li>- Have excessive talking students practise.</li><li>- Continue to define expectations in small chunks (before every activity).</li></ul>

## Board Plan

<p><i>Date of teaching</i></p> <p><b>Review 1</b></p> <p><b>Lesson 1: Language</b></p> <p><b>* Warm-up</b> Memory game: Complete the chart.</p> <p><b>I. Practice</b></p> <p><b>* Pronunciation</b> 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/.</p> <p><b>* Vocabulary</b> Task 3: Complete the words. Task 4: Solve the crossword puzzle.</p> <p><b>* Grammar</b> 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.</p> <p><b>* Homework</b></p>
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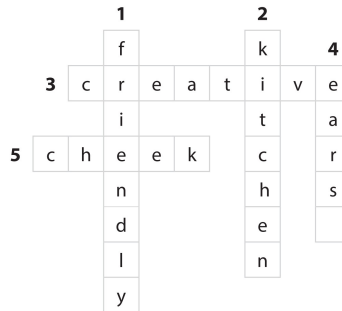
Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To revise the language that students have learnt in Units 1+2+3.	<p><b>* Memory game</b></p> <ul style="list-style-type: none"> <li>- Teacher draws/sticks an unfinished chart which summarizes the language that students have learnt in Units 1, 2, 3 on the board.</li> <li>- Teacher divides the class into 2 teams and asks students to run in a relay to complete the chart:</li> </ul>	Team work	5 mins

		<div style="text-align: center;"> <p>Language learnt in Unit 1+2+3</p> </div> <p>- The team with the most correct answers will be the winner.</p> <p><b><i>Suggested answer:</i></b></p> <div style="text-align: center;"> <p>Language learnt in Unit 1+2+3</p> </div>		
Practice	To help students review the pronunciation of the sounds learnt in Units 1-2-3: /ɑ:/ and /ʌ/; /s/ and /z/ correctly.	<p><b>* PRONUNCIATION</b></p> <p><b>Task 1: Choose the word whose underlined part is pronounced differently.</b></p> <ul style="list-style-type: none"> <li>- Teacher elicits the rules of pronouncing final -s if needed.</li> <li>- Students do this exercise individually then share their answers with their partners.</li> </ul>	<p>T-Ss</p> <p>S</p> <p>Ss-Ss</p>	35 mins



	<p>To help students review the word groups used with “play, have, do” and “study”.</p>	<p><b>* VOCABULARY</b>  <b>Task 3: Complete the words.</b></p> <ul style="list-style-type: none"> <li>- Teacher has students do this task individually and then share their answers with their partners.</li> <li>- Teacher calls one or two students to write their answers on the board.</li> <li>- Teacher checks and confirms the correct ones.</li> </ul> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. English</li> <li>2. homework</li> <li>3. lunch</li> <li>4. sports</li> <li>5. badminton</li> </ol> <p>→ play: sports, badminton  → have: lunch  → do: homework  → study: English</p> <p><b>Task 4: Solve the crossword puzzle.</b></p> <ul style="list-style-type: none"> <li>- Teacher sticks the crossword puzzle on the board.</li> <li>- Teacher divides the class into 2 teams and asks students to run in a relay to complete the crossword puzzle.</li> <li>- The team with the most correct answers will be the winner.</li> </ul>	<p>S</p> <p>T-Ss</p>	
	<p>To help students review the personality adjectives, the words related to body parts, rooms and types of house.</p>	<p><b>Task 4: Solve the crossword puzzle.</b></p> <ul style="list-style-type: none"> <li>- Teacher sticks the crossword puzzle on the board.</li> <li>- Teacher divides the class into 2 teams and asks students to run in a relay to complete the crossword puzzle.</li> <li>- The team with the most correct answers will be the winner.</li> </ul>	<p>Team work</p>	

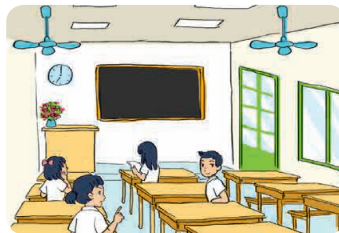
**Answer key:**



**\* 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

To help students review grammar elements taught in Units 1-2-3: prepositions of place, possessive case and present continuous.

T-Ss

Ss-Ss

T-Ss

		<p>4. B 5. C</p> <p><b>Task 6: Complete the sentences with the present simple or the present continuous form of the verbs in brackets.</b></p> <ul style="list-style-type: none"> <li>- Teacher elicits form and usage of the present simple and the present continuous.</li> <li>- Teacher asks students to do the exercise individually before calling one or two students to write their answers on the board.</li> <li>- Teacher checks students' answers and asks them for explanation if necessary</li> </ul> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. is / 's raining</li> <li>2. do you have</li> <li>3. Is she studying</li> <li>4. likes</li> <li>5. is not / isn't cooking; is reading</li> </ol>	<p>T-Ss</p> <p>S</p> <p>T-Ss</p>	
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	Prepare for Review 1 – Skills.	T-Ss	1 min

	lesson.			
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# REVIEW 1 (UNITS 1+2+3)

## Lesson 2: Skills

### Lesson aim(s)

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)

- Grade 6 textbook, Review 1 – Skills
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none"><li>- Encourage students to work in pairs, in groups so that they can help each other.</li><li>- Design as many exercises as games as possible.</li><li>- Provide feedback and help if necessary.</li></ul>
2. Some students will excessively talk in the class.	<ul style="list-style-type: none"><li>- Define expectation in explicit detail.</li><li>- Have excessive talking students practise.</li><li>- Continue to define expectations in small chunks (before every activity).</li></ul>

## Board Plan

<p><i>Date of teaching</i></p> <p><b>Review 1</b></p> <p><b>Lesson 2: Skills</b></p> <p><b>* Warm-up</b> Chatting</p> <p><b>I. Practice</b></p> <p><b>* Reading</b> Task 1: Choose A, B, or C for each blank in the email below. Task 2: Read the text and answer the questions.</p> <p><b>* Speaking</b> Task 3: Interview two of your classmates about what they like and dislike about your school. Report their answers.</p> <p><b>* Listening</b> Task 4: An and Mi are talking on the phone. Listen and fill each blank with one word.</p> <p><b>* Writing</b> Task 5: Write an email of about 50 words to your friend. Tell him/ her about a family member. Use these questions as cues.</p> <p><b>* Homework</b></p>
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Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To increase students' interest and lead them into the lesson.	<p><b>* Chatting:</b></p> <ul style="list-style-type: none"> <li>- Teacher asks students some questions to lead them into the lesson:               <ol style="list-style-type: none"> <li>1. <i>Do you have any pen pals?</i></li> <li>2. <i>How do you communicate with your pen pal?</i></li> <li>3. <i>Do you often write emails to your pen pal?</i></li> </ol> </li> <li>- Teacher lead in the reading part of the</li> </ul>	T-Ss	5 mins

		lesson.		
Practice	To help students practise reading for specific information.	<p><b>* READING</b></p> <p><b>Task 1: Choose A, B, or C for each blank in the email below.</b></p> <ul style="list-style-type: none"> <li>- Students do these exercises individually.</li> <li>- Students check their answers with their partners before they give the answers to teacher.</li> <li>- Teacher confirms the correct answers.</li> </ul> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. C</li> <li>3. C</li> <li>4. B</li> <li>5. B</li> </ol>	S Ss-Ss T-Ss	35 mins
	To help students practise reading for general information.	<p><b>Task 2: Read the text and answer the questions.</b></p> <ul style="list-style-type: none"> <li>- Students do these exercises individually.</li> <li>- Students check their answers with their partners before they give the answers to teacher.</li> <li>- Teacher confirms the correct answers.</li> </ul> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. It's in a quiet place not far from the city center.</li> <li>2. They are hard-working</li> </ol>	S Ss-Ss T-Ss	

	<p>To help students practise asking and answering about what they like and dislike about their school and the reasons why.</p> <p>To help</p>	<p>and kind.</p> <ol style="list-style-type: none"> <li>3. They are helpful and friendly.</li> <li>4. There are five clubs.</li> <li>5. Because it's a good school.</li> </ol> <p><b>* SPEAKING</b></p> <p><b>Task 3: Interview two of your classmates about what they like and dislike about your school. Report their answers.</b></p> <table border="1" data-bbox="568 717 877 826"> <thead> <tr> <th></th> <th>What he / she likes + reasons</th> <th>What he / she dislikes + reasons</th> </tr> </thead> <tbody> <tr> <td>Classmate A</td> <td></td> <td></td> </tr> <tr> <td>Classmate B</td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Teacher tells students to write their group members' answers in their notebooks and report them to the class.</li> <li>- Teacher summarizes students' ideas.</li> </ul> <p><b>* LISTENING</b></p> <p><b>Task 4: An and Mi are</b></p>		What he / she likes + reasons	What he / she dislikes + reasons	Classmate A			Classmate B			<p>Group work</p> <p>T-Ss</p>	
	What he / she likes + reasons	What he / she dislikes + reasons											
Classmate A													
Classmate B													

	<p>students review listening for specific information.</p>	<p><b>talking on the phone.</b>  <b>Listen and fill each blank with one word.</b></p> <ul style="list-style-type: none"> <li>- Teacher has students read the sentences.</li> <li>- Teacher plays the recording for the first time.</li> <li>- Teacher asks students to listen and complete the sentences. Ask for their answers and writes them on the board.</li> <li>- Teacher plays the recording the second time for students to check their answers.</li> <li>- Teacher checks students' answers.</li> <li>- Teacher plays the recording the last time if necessary, stopping at different places where students got the wrong answers.</li> </ul> <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. home</li> <li>2. plants</li> <li>3. living</li> <li>4. sleeping</li> <li>5. TV</li> </ol> <p><b>Audio script:</b>  <b>An:</b> <i>Why is it so quiet, Mi? Are you home alone?</i>  <b>Mi:</b> <i>No. Everybody is here, but they are in</i></p>	<p>T-Ss</p>	
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	<p>To help students complete a guided paragraph of 40-45 words about a student's family member.</p>	<p><i>different rooms.</i>  <b>An:</b> <i>Where's your mum? Is she cooking in the kitchen?</i>  <b>Mi:</b> <i>No. She's watering the plants in the garden.</i>  <b>An:</b> <i>And where's your dad?</i>  <b>Mi:</b> <i>He's in the living room.</i>  <b>An:</b> <i>What's he doing?</i>  <b>Mi:</b> <i>He's listening to the radio.</i>  <b>An:</b> <i>What about your younger brother? Is he with your mum?</i>  <b>Mi:</b> <i>No. He's sleeping in my bedroom. My cousin, Vi, is here too.</i>  <b>An:</b> <i>What's she doing?</i>  <b>Mi:</b> <i>She's watching TV.</i></p> <p><b>* WRITING</b>  <b>Task 5: Write an email of about 50 words to your friend. Tell him/ her about a family member. Use these questions as cues.</b></p> <ul style="list-style-type: none"> <li>- Teacher elicits the parts of an email.</li> <li>- Teacher asks students to discuss and answer the questions in pairs.</li> <li>- Teacher then has them write their emails individually.</li> <li>- Teacher asks one</li> </ul>	<p>T-Ss</p> <p>Ss</p>	
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		<p>student to write the email on the board.</p> <ul style="list-style-type: none"> <li>- Other students and teacher comment on the email on the board.</li> <li>- Teacher then collects some emails to give feedback at home.</li> </ul>		
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