**School:**

**Teacher’s name:**

**Class:**

**LESSON PLAN**

*(Based on Official Letter No. 5512/BGDĐT-GDTrH dated December 18, 2020 of the MOET)*

**REVIEW 4**

**Lesson 1: Language**

**I. OBJECTIVES**

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

**1. Knowledge**

- Revise words related to houses in the future, greener world and robots.

- Revise stress in two-syllable words, rhythm in sentences and falling tone in statements.

- Revise the use of future simple, *might* for possibility, articles, first conditional, superlative adjectives (short adjectives)

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

**II. MATERIALS**

- Grade 6 textbook, Review 4, Language

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| 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. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To remind students the knowledge that they have learnt in Units 10 - 11 - 12.

**b. Content:**

**-** Memory game

**c. Expected outcomes:**

**-** Students recall what they have learnt in Units 10 - 11 - 12.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Brainstorming**  - Teacher divides the class into 4 big groups.  - Teacher gives each group an unfinished chart which summarises the language that students have learnt in Units 10, 11, 12 and asks them to complete the chart.  - The group which finishes correctly and more quickly is the winner. | - Students look and fill in the chart with what they have learnt in Units 10, 11, 12. | ***Answer key:***  Pronunciation:  - Stress in two-syllable words  - Rhythm in senteces  - Falling tone in statements  Vocabulary:  **-** Types of houses and appliances  - Things can be reduced, reused, recycled  - Daily activities  Grammar:  - Future simple  - Might for possibility  - Articles  - First conditional  - Superlative adjectives |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: PRONUNCIATION** (10 mins)

**a. Objectives:**

- To help Ss review the stress pattern in two-syllable words learnt in Unit 10.

- To help Ss review the rhythm in sentences and the tones in statements learnt in Units 11and 12.

**b. Content:**

**-** Task 1:

a. Circle the word with the different stress pattern. Listen, check and repeat the words. (p.68)

b. Listen and repeat the sentences, paying attention to the bold syllables and the tone in each sentence. (p.68)

**c. Expected outcomes:**

**-** Students can recall the stress pattern, the rhythm and the tones learnt in Unit 10, 11, 12.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1:**  **a. Circle the word with the different stress pattern. Listen, check and repeat the words. (5 mins)** | | |
| - Ask Ss to do this exercise individually, and then share their answers with a partner before listening to the recording to check the answers.  - Write the correct answers on the board.  - Play the recording again for Ss to repeat the words. | - Students do this exercise individually first then share their answers with a partner.  - Students listen to the recording to check the answers and repeat the words. | ***Answer key:***  1. C  2. B  3. A  4. C  5. A |
| **Task 1:**  **b. Listen and repeat the sentences, paying attention to the bold syllables and the tone in each sentence. (5 mins)** | | |
| - Play the recording and ask Ss to repeat in chorus. Tell them to pay attention to the bold syllables and tone of the sentences. Then call on some Ss to read out the three sentences in front of the whole class.  - Invite comments from other Ss. | - Students listen to the recording and repeat the sentences. | ***Students’ practice*** |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

**3. ACTIVITY 2: VOCABULARY** (10 mins)

**a. Objectives:**

- To give Ss more practice on how to use some verbs they have learnt in Units 10 – 12.

- To help Ss distinguish between some pairs of words, and know how to use them correctly incontext.

**b. Content:**

- Task 2: Complete each sentence with the correct form of the verbs from the box. (p.68)

- Task 3: Choose the correct words. (p.68)

**c. Expected outcomes:**

**-** Students recall vocabulary learnt and use them in appropriate context.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2: Complete each sentence with the correct form of the verbs from the box.** (5 mins) | | |
| - Ask Ss to do this exercise individually and then share their answers with a partner.  - T may ask a student to write his / her answers on the board.  - Check the answers with the whole class. | - Students work independently to do the activity.  - Students check the answers with the whole class. | ***Answer key:***  1. recycle  2. receives  3. surfing  4. reduce  5. reuse |
| **Task 3: Choose the correct words.** (5 mins) | | |
| - After Ss do this exercise individually, quickly check Ss’ answers.  - T may have to explain to Ss how to use these pairs of words in sentences if necessary. | - Students listen to teacher’s instructions and work independently to do the activity. | ***Answer key:***  1. feelings  2. guard  3. make  4. do |

**e. Assessment**

- Teacher checks students’ exercises individually and gives feedback.

**4. ACTIVITY 3: GRAMMAR** (15 mins)

**a. Objectives:**

- To help Ss review the form and use of comparative and superlative adjectives.

- To help Ss review the use of the articles *a / an* and *the*.

- To help Ss review the use of *might*, and the use of the simple present or simple future in context.

**b. Content:**

- Task 4: Complete sentences using the comparative or superlative form of the adjectives in brackets. (p.68)

- Task 5: Write *a / an* or *the*. (p.68)

- Task 6: Choose the correct option in brackets to complete each sentence. (p.68)

**c. Expected outcomes:**

- Ss can use what they have just revised to do the exercises well.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Complete sentences using the comparative or superlative form of the adjectives in brackets.** (5 mins) | | |
| - Elicit the form and use of comparative and superlative adjectives.  - T may call a student to do the exercise on the board while other Ss also do it.  - Check Ss’ answers. Ask them for explanations if necessary. | - Students work independently to do the activity.  - Students check the answers with the whole class. | ***Answer key:***  1. closest  2. taller  3. oldest  4. faster  5. greatest |
| **Task 5: Write *a / an* or *the*.** (5 mins) | | |
| - Elicit the use of *a / an* and *the*. Ask Ss to do this exercise individually and then share their answers with a partner.  - T may ask a student to write his / her answers on the board.  - Check the answers with the whole class. | - Students work independently to do the activity.  - Students check the answers with the whole class. | ***Answer key:***  1. a  2. the  3. an  4. The  5. The – the |
| **Task 6: Choose the correct option in brackets to complete each sentence.** (5 mins) | | |
| - Elicit the form and use of *might*. Ask Ss to tell the differences between the use of *will* and *might*.  - T may call a student to do the exercise on the board while other Ss also do this.  - Check Ss’ answers. Ask them for explanation if necessary. | - Students work independently to do the activity.  - Ss explain for their answers. | ***Answer key:***  1. protect  2. might  3. might  4. have  5. will |

**e. Assessment**

- Teacher observes and gives feedback.

**5. CONSOLIDATION** (5 mins)

**a. Wrap-up**

- Teacher asks Ss to summarise the main points of the lesson.

**b. Homework**

- Do exercises in the workbook.

- Prepare for Review 4 – Skills.

**Board plan**

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| *Date of teaching*  **Review 4**  **Lesson 1: Language**  **\* Warm-up**  **\* Pronunciation**  Task 1:  a. Circle the word.  b. Listen and repeat.  **\* Vocabulary**  Task 2: Complete the sentences.  Task 3: Choose the correct word.  **\* Grammar**  Task 4: Complete the sentences.  Task 5: Write *a/an* or *the*.  Task 6: Choose the correct option.  **\*Homework** |

**REVIEW 4**

**Lesson 2: Skills**

**I. OBJECTIVES**

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

**1. Knowledge**

- Practise reading for specific information about future houses.

- Practise talking about future houses.

- Practise listening for specific information about ways to do for our environment.

- Practise writing a paragraph about what we should do to improve the environment.

**2. Competences**

- Develop communication skills.

- Be collaborative and supportive in pair work and team work.

- Actively join in class activities.

**3. Personal qualities**

- Develop self-study skills.

**II. MATERIALS**

- Grade 6 textbook, Review 4, Skills

- Computer connected to the Internet

- Projector / TV

- *hoclieu.vn*

**Assumption**

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| **Anticipated difficulties** | **Solutions** |
| Students may find the lesson boring due to a large number of skills exercises. | - Encourage students to work in pairs, in groups so that they can help each other.  - Provide feedback and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson.

**b. Content:**

**-** Chatting

**c. Expected outcomes:**

**-** Students can revise vocabulary related to places

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Chatting**  - Teacher asks students some questions to lead them into the lesson.  - Teacher calls on some Ss to give their ideas.  - Teacher leads in the reading part of the lesson. | - Students discuss in groups to answer the questions. | ***Questions:***  1. Have you ever thought of your house in the future?  2. What will your house in the future be like? |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: READING** (9 mins)

**a. Objectives:**

- To give Ss more practice on reading for specific information.

**b. Content:**

**-** Task 1: Read the text and choose the correct answer A, B, or C for each of the questions. (p.69)

**c. Expected outcomes:**

**-** Students can gain some information about future houses.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Read the passage and match the headings (A, B, C) with the paragraphs.** (7 mins) | | |
| - Ask Ss to do the task individually and check their answers with a partner before giving their answers to T to confirm the correct answers. | - Students work independently to complete the task first.  - Students compare their answers with their partner. | ***Answer key:***  1. A  2. B  3. A  4. A |

**e. Assessment**

- Teacher observes and gives feedback.

**3. ACTIVITY 2: SPEAKING** (9 mins)

**a. Objectives:**

- To give Ss more practice on describing their future houses.

**b. Content:**

-Task 2: Work in groups. Take turns to describe your future house and try to persuade your group members to live in it. Who has the best future house in your group? (p.69)

**c. Expected outcomes:**

**-** Students can describe their future houses.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2: Work in groups. Take turns to describe your future house and try to persuade your group members to live in it. Who has the best future house in your group?** | | |
| - Have Ss work in groups, taking turns describing their future houses and try to persuade their group members to live in it. Then ask each group to choose a student who has the best future house in the group to talk about his / her future house in front of the class.  - Ask some other Ss to give comments and decide which student has the best future house in the class. | - Students work in groups and take turns describing their future houses.  - Students present the ideas to the whole class. | ***Students’ own ideas*** |

**e. Assessment**

- Teacher observes and gives feedback.

**4. ACTIVITY 3: LISTENING** (8 mins)

**a. Objectives:**

- To give Ss more practice on listening for specific information.

**b. Content:**

- Task 3: Listen and tick what people from the Youth Eco-Parliament advise us to do for our environment. (p. 69)

**c. Expected outcomes:**

- Ss can gain some information about what they can do for the environment.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3: Listen and tick what people from the Youth Eco-Parliament advise us to do for our environment.** | | |
| - Play the recording once for Ss to listen and tick the sentences. Play the recording again for Ss to check their answers. Give the correct answers to Ss.  - With a weaker class, T may play the recording as many times as possible until Ss have chosen all their answers. | - Students do the task individually then check the answers with the whole class. | ***Answer key:***  1, 2, 4, 5 |

**e. Assessment**

- Teacher observes and gives feedback.

**5. ACTIVITY 4: WRITING** (9 mins)

**a. Objectives:**

- To help Ss practise writing a paragraph about what Ss think they should do to improve theenvironment.

**b. Content:**

- Task 4: Write a paragraph of 50-60 words about what you think we should do to improve the environment. Use the ideas from task 3 or your own ideas. (p. 69)

**c. Expected outcomes:**

- Ss can write a paragraph about what they can do to improve the environment.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Write a paragraph of 50-60 words about what you think we should do to improve the environment. Use the ideas from task 3 or your own ideas.** | | |
| - Set up the writing activity. T reminds Ss that the first and most important thing is always to consider what they are going to write about. In this case, Ss may use the ideas given in 3 or their own ideas.- T may brainstorm with Ss the language necessary for writing and note some useful language on the board.  - Ask Ss to write the draft first. Next ask Ss to work in pairs making peer corrections. Then have them write their final version in class or at home. If they write in class, they can also do it in pairs or groups.  - T may display all or some of the paragraphs on the wall / notice board. Other Ss and T give comments. Ss edit and revise their writing as homework. | - Students write the draft first.  - Students work in pairs making peer corrections.  - Students edit and revise the writing as homework. | ***Students’ own answer.*** |

**e. Assessment**

- Teacher observes and gives feedback.

**6. CONSOLIDATION** (3 mins)

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Revise the writing

- Prepare for final exams.

**Board plan**

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| *Date of teaching*  **Review 4**  **Lesson 2: Skills**  **\* Warm-up**  Chatting  **\* Reading**  Task 1: Choose the correct answer  **\* Speaking**  Task 2: Describe your future house.  **\* Listening**  Task 3: Listen and tick.  **\* Writing**  Task 4: Write a paragraph about what you should do to improve the environment.  **\* Homework** |