REVIEW 4 (UNITS 10-11-12)

# **Lesson 1: Language**

**I. OBJECTIVES**

By the end of the lesson, students will be able to review pronunciation, vocabulary and the grammar points they have learnt in units 10, 11, 12.

**1. Knowledge**

- words related to energy sources, future means of transport, English-speaking countries

- correct stress in three-syllable words, in a sentence

- rising and falling intonation for questions

- correct form of verb in the present continuous, future simple;

- possessive pronouns and articles

**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 4 - 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 excessive talking students practise.- Continue to define expectations in small chunks (before every activity). |

Board Plan

| *Date of teaching*REVIEW 4Lesson 1: Language \* Warm-upBrainstorming1. PronunciationTask 1: Mark the stressed syllables in the underlined words. Then listen, check and repeat.2. VocabularyTask 2: Write the words in the box next to their definitions.Task 3: Complete the sentences with the words below.3. GrammarTask 4: Use the correct tense and form of each verb in brackets to complete the sentence.Task 5: Find and cross (––) ONE incorrect article in each sentence and write the correct one.\* 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 10-11-12 | **MINDMAP**\* Teacher divides the class into 3 big groups to draw a mindmap related to the knowledge they have learnt in Unit 10, 11, 12.\*\* Ss do the task in groups.\*\*\* Teacher calls on some students to present their answer based on the mindmap.\*\*\*\* Other Ss comment and teacher confirms. | T-SsGroup workT-SsSs-Ss | 5 mins |
| PRONUNCIATION | To help Ss review the stress in two-syllable and three-syllable words | **TASK 1: MARK (') THE STRESSED SYLLABLES IN THE UNDERLINED WORDS. THEN LISTEN, CHECK, AND REPEAT.** *(Ex 1, p. 134)*\* Teacher reminds Ss how to stress on two-syllable and three-syllable words. Then, ask Ss to read the underlined words in the sentences and mark the stress syllables.\*\* Ss do the task individually.\*\*\* Teacher calls on some Ss to give their answers, then plays the recording for Ss to listen and check their answers.\*\*\*\* Teacher confirms and plays the recording again for Ss to listen and repeat in chorus and then individually.***Answer key:***1. 'Driverless trains will be 'popular. 2. Niagara Falls is Canada’s most famous ‘natural at’traction.3. We can save 'energy by re'cycling.4. All plants and ‘animals need ‘energy5. He’s reading Guidance for Visitors to Scotland. | T-SsSsT-SsT-Ss | 35 mins |
| VOCABULARY | To help Ss recognise the words through their definitions Units 10-11-12 | **TASK 2: WRITE THE WORDS IN THE BOX NEXT TO THEIR DEFINITIONS.** *(Ex. 2, p. 134)*\* Teacher has Ss do the task independently to do matching.\*\* Ss do the task individually, teacher reminds them to highlight the key words to help them with the matching.\*\*\* Teacher calls on some Ss to check.\*\*\*\* Teacher confirms the correct answers.***Answer key:***1. source2. bamboo-copter 3. symbol4. coal 5. attraction | T-SsSsT-SsT-Ss |
|  | To help Ss revise some key adjectives from Units 10-11-12 and use them in context | **TASK 3: COMPLETE THE SENTENCES WITH THE WORDS BELOW.** *(Ex. 3, p. 134)*\* Teacher asks Ss to read the adjectives in the box to do the exercise.\*\* Ss works independently to do the task.\*\*\* Teacher calls on some Ss to check.\*\*\*\* Teacher confirms the correct answers.***Answer key:***1. public 2. natural 3. national4. renewable 5. native 6. electrical | T-SsSsT-SsT-Ss |
| GRAMMAR | To help Ss revise the use of the present continuous and the future simple | **TASK 4: USE THE CORRECT TENSE AND FORM OF EACH VERB IN BRACKETS TO COMPLETE THE SENTENCE.** *(Ex. 4, p. 134)*\* Teacher asks Ss to read the sentences first and underline the signals to help them decide if the verbs are used in the present continuous or future simple.\*\* Ss do the task individually.\*\*\* Teacher calls on some Ss to check.\*\*\*\* Teacher confirms.***Answer key:***1. is doing 2. will visit 3. is building 4. will use 5. will have | T-SsSsT-SsT-Ss |
|  | To help Ss identify the wrong use of the articles (*a, an, the*) and correct them | **TASK 5: FIND AND CROSS (––) ONE INCORRECT ARTICLE IN EACH SENTENCE AND WRITE THE CORRECT ONE.** *(Ex. 5, p. 134)***\*** Teacher asks Ss to read the sentences first and underline all the articles in each sentence, then look at each article and the word it goes with and decide if it is used correctly.\*\* Ss do the task individually.\*\*\* Teacher calls on some Ss to check.\*\*\*\* Teacher confirms.***Answer key:***1. the -> an2. a -> the3. A -> The4. a -> the5. a -> an6. a -> the | 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 4 – Lesson 2: Skills. | T-Ss | 1 min |

**REVIEW 4 (UNITS 10-11-12)**

# **Lesson 2: Skills**

**I. OBJECTIVES**

By the end of the lesson students will be able to review pronunciation, vocabulary and the grammar points they have learnt in units 10, 11, 12.

**1. Knowledge**

- reading for general and specific information about *Alaska;*

- talking about saving energy-saving activities;

- listening for specific information about a means of transport;

- writing a paragraph describing a future means of transport.

**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 4 - Skills

- 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 excessive talking students practise.- Continue to define expectations in small chunks (before every activity).  |

Board Plan

| *Date of teaching*REVIEW 4Lesson 2: Skills\*Warm-upChatting1. ReadingTask 1a: Read the passage. Find and write a word and a phrase from the passage under their correct pictures.Task 1b: Choose the correct answer to complete each sentence.**2. Speaking**Task 2: Read the list of activities and discuss which ones are energy-saving and which ones are not. **3. Listening**Task 3: Listen and complete each sentence with ONE word.**4. Writing**Task 4: Choose one of the future means of transport below. Write a paragraph of about 70 words about it. \* **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 “Alaska” and asks Ss some questions to lead in the passage they are going to read.\*\* Ss do the task individually.\*\*\* Teacher calls on some Ss to answer the questions.\*\*\*\* Teacher can or can’t confirm. | T-SsSsT-SsT-Ss | 3 mins |
| READING | To develop Ss’ knowledge of the vocabulary | **TASK 1A: READ THE PASSAGE. FIND A WORD AND A PHRASE FROM THE PASSAGE AND WRITE THEM UNDER THEIR CORRECT PICTURES.** *(Ex. 1a, p. 135)*\* Teacher asks Ss to look at the pictures first, then quickly read the passage and find a word/ phrase for each one.\*\* Ss do the task individually.\*\*\* Some Ss answer.\*\*\*\* Teacher confirms.***Answer key:***1. float plane2. dogsled | T-SsSsSsT-Ss | 38 mins |
| To help Ss practise reading for specific information through multiple choice questions | **TASK 1B: CHOOSE THE CORRECT ANSWER A, B, OR C TO COMPLETE EACH SENTENCE.** *(Ex. 1b, p. 135)*\* Teacher gives Ss some time to read all the passages carefully, then asks them to do Ex. 1b.\*\* Ss do the task independently.\*\*\* Ss give answers and explain their ideas.\*\*\*\* Teacher confirms.***Answer key:***1. C 2. A 3. B 4. A | T-SsSsSs-SsT-Ss |
| SPEAKING | To help Ss revise and talk about energy-saving activities | **TASK 2: READ THE LIST OF ACTIVITIES AND DISCUSS WHICH ONES ARE ENERGY-SAVING AND WHICH ONES ARE NOT. EXPLAIN YOUR ANSWER.** *(Ex. 2, p. 135)*\* Teacher asks Ss to work in groups of 4 to discuss the list of activities and gives the reasons for each.\*\* Ss do the task in groups.\*\*\* Some groups report their answers, others listen, and comment.\*\*\*\* Teacher confirms and corrects their grammar, pronunciation and spelling.***Suggested answers:***Energy-saving: 1, 3, 4, 5Not energy-saving: 2 and 6The focus is on how a student explains his / her answer. | T-SsGroup workSs-SsT-Ss |
| LISTENING | To help Ss practise listening for specific information | **TASK 3: LISTEN AND COMPLETE EACH SENTENCE WITH ONE WORD.** *(Ex. 3, p. 135)*\* Teacher asks Ss to read all the questions first, then try to guess the needed information to fill in the blanks. After that, teacher plays the recording twice for Ss to listen\*\* Ss do the task independently.\*\*\* Some Ss give their answers.\*\*\*\* Teacher plays the recording again and confirms the correct answers.***Answer key:*** 1. flying 2. parents 3. lanes 4. traffic 5. land | T-ssSsSsT-Ss |
| WRITING | To help Ss practise writing a paragraph describing a future means of transport | **TASK 4: CHOOSE ONE OF THE FUTURE MEANS OF TRANSPORT BELOW. WRITE A PARAGRAPH OF ABOUT 70 WORDS ABOUT IT.** *(Ex. 4, p. 135)*\* Teacher asks Ss to look at the picture and choose what means of transport for their writing. Then, teacher has Ss read the suggested information they can include in their description.\*\* Ss do the task individually in 6-8 minutes.\*\*\* Some Ss read their writing.\*\*\*\* Teacher checks grammar, vocabulary, spelling if needed.***Suggested answer:***The bamboo-copter will be a popular means of transport in the future. It’s not very fast, so it’s safe to ride. It’s cheap, and it doesn’t use much energy. Most people can afford it. It’s also convenient because you can go anywhere: in a busy city, to the sea, or to the mountains. The copter is small and can carry only one person, so it doesn’t take up much space. I love it. | T-SsSsSsT-Ss |
| WRAP-UP | To consolidate what students have practice 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 last term test  | Prepare for the final term test. | T-Ss | 1 min |