

REVIEW 4 (UNITS 10-11-12)

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 10-11-12.

Materials (referenced)

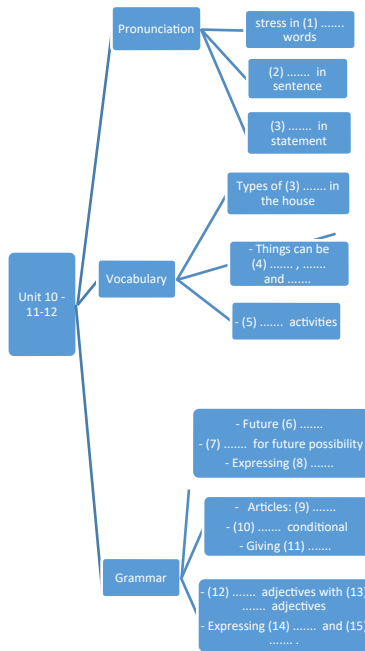
- Grade 6 textbook, Review 4
- Pictures, printed chart
- sachmem.vn

Anticipated difficulties	Solutions
1. Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none">- 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.	<ul style="list-style-type: none">- Define expectations in explicit detail.- Have excessive talking students practise.- Continue to define expectations in small chunks (before every activity).

Board Plan

<p><i>Date of teaching</i></p> <p>Review 4</p> <p>Lesson 1: Language</p> <p>* Warm-up</p> <p>Brainstorming</p> <p>I. Practice</p> <p>1. Pronunciation</p> <p>Task 1: Circle the word with the different stress pattern. (Ex. 1a, p. 68)</p> <p>Task 2: Listen and repeat the sentences. (Ex. 1b, p. 68)</p> <p>2. Vocabulary</p> <p>Task 3: Complete each sentence with the correct form of the verbs from the box. (Ex. 2, p. 68)</p> <p>Task 4: Choose the correct words. (Ex. 3, p. 68)</p> <p>3. Grammar</p> <p>Task 5: Complete sentences using the comparative or superlative form of the adjectives in brackets. (Ex. 4, p. 68)</p> <p>Task 6: Write <i>a/an</i> or <i>the</i>. (Ex. 5, p. 68)</p> <p>Task 7: Choose the correct option in brackets to complete each sentence. (Ex. 6, p. 68)</p> <p>* Homework</p>
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Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To remind students the knowledge that they have learnt in Units 10 - 11- 12.	<p>* Brainstorming:</p> <ul style="list-style-type: none"> - Teacher divides the class into 4 big groups. - Teacher gives each group an unfinished chart which summarizes 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. 	Group work	5 mins



Answer keys:

Practice	<p>To help students review the stress pattern in two-syllable words learnt in Unit 10.</p> <p>To help students review the rhythm in sentences and tones in statements</p>	<p>* PRONUNCIATION:</p> <p>Task 1: Circle the word with the different stress pattern. (Ex. 1a, p. 68)</p> <ul style="list-style-type: none"> - Ask students 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 students to repeat the words. <p>Answer keys:</p> <ol style="list-style-type: none"> 1. C 2. B 3. A 4. C 5. A <p>Task 2: Listen and repeat the sentences. (Ex. 1b, p. 68)</p> <ul style="list-style-type: none"> - Play the recording and ask students to repeat in chorus. 	<p>T-Ss</p> <p>S</p> <p>T- Ss</p> <p>T-Ss</p>	<p>35 mins</p>

	<p>learnt in Units 11 and 12.</p> <p>To give students more practice on how to use some verbs they have learnt in Units 10 - 11 - 12.</p> <p>To help</p>	<ul style="list-style-type: none"> - Tell them to pay attention to the bold syllables and tone of the sentences. - Then call some students to read out the three sentences in front of the whole class. Invite comments from other students. <p>Audio script:</p> <ol style="list-style-type: none"> 1. My robot helped me repair the broken cooker. 2. It is better to reuse these shopping bags. 3. My future house will have solar energy. <p>* VOCABULARY</p> <p>Task 3: Complete each sentence with the correct form of the verbs from the box. (Ex. 2, p. 68)</p> <ul style="list-style-type: none"> - Ask students to do this exercise individually and then share their answers with a partner. - Teacher may ask a student to write his / her answers on the board. - Check the answers with the whole class. <p>Answer keys:</p> <ol style="list-style-type: none"> 1. recycle 2. receives 3. surfing 4. reduce 5. reuse 	<p>T- Ss</p> <p>S</p> <p>T-Ss</p> <p>S</p> <p>T-Ss</p>	
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	<p>students distinguish between some pairs of words, and know how to use them correctly in context.</p> <p>To help students review the form and use of comparative and superlative adjectives.</p>	<p>Task 4: Choose the correct words. (Ex. 3, p. 68)</p> <ul style="list-style-type: none"> - After students do this exercise individually, quickly check students' answers. - Teacher may have to explain to students how to use these pairs of words in sentences if necessary. <p>Answer keys:</p> <ol style="list-style-type: none"> 1. feelings 2. guard 3. make 4. do <p>* GRAMMAR:</p> <p>Task 5: Complete sentences using the comparative or superlative form of the adjectives in brackets. (Ex. 4, p. 68)</p> <ul style="list-style-type: none"> - Elicit the form and use of comparative and superlative adjectives. - Teacher may call a student to do the exercise on the board while other students also do this. - Check students' answers. Ask them for explanations if necessary. <p>Answer keys:</p> <ol style="list-style-type: none"> 1. closest 2. taller 3. oldest 	<p>S</p> <p>T-Ss</p> <p>T-Ss</p>	
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	<p>To help students review the use of the articles <i>a/an</i> and <i>the</i>.</p>	<p>4. faster 5. greatest</p> <p>Task 6: Write <i>a/an</i> or <i>the</i>. (Ex. 5, p. 68)</p> <ul style="list-style-type: none"> - Elicit the use of <i>a/an</i> and <i>the</i>. - Ask students to do this exercise individually and then share their answers with a partner. - Teacher may ask a student to write his/her answers on the board. - Check the answers with the whole class. <p>Answer key: 1. a 2. the 3. an 4. The 5. The – the</p>	<p>T-Ss</p> <p>S Ss-Ss</p> <p>T-Ss</p>	
	<p>To help students review the use of <i>might</i>, and the use of the simple present or simple future in context.</p>	<p>Task 7: Choose the correct option in brackets to complete each sentence. (Ex. 6, p. 68)</p> <ul style="list-style-type: none"> - Elicit the form and use of <i>might</i>. - Ask students to tell you the differences between the use of <i>will</i> and <i>might</i>. - Teacher may call a student to do the exercise on the board while other students also do this. - Check students' answers. Ask them for explanation if necessary 	<p>T-Ss</p>	

		<p>Answer keys:</p> <ol style="list-style-type: none"> 1. might meet 2. finishes 3. continue; will have 4. will go 5. might visit 6. is 		
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 4 – Lesson 2: Skills.	T-Ss	1 min

REVIEW 4 (UNITS 10-11-12)

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 10 - 11 - 12.

Materials (referenced)

- Grade 6 textbook, Review 4 – Skills
- CD player
- 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">- 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.	<ul style="list-style-type: none">- Define expectations in explicit detail.- Have excessive talking students practise.- Continue to define expectations in small chunks (before every activity).

Board Plan

<p><i>Date of teaching</i></p> <p>Review 4</p> <p>Lesson 2: Skills</p>
<p>*Warm-up</p> <p>Chatting</p> <p>I. Practice</p> <p>1. Reading: What will our houses in the future be like</p> <p>Task 1: Read and choose the correct answer. (Ex. 1, p. 69)</p> <p>2. Speaking</p> <p>Task 2: Describe your future house. (Ex. 2, p. 69)</p> <p>3. Listening</p> <p>Task 3: Listen and tick (Ex. 3, p. 69)</p> <p>4. Writing</p> <p>Task 4: Write a paragraph of 50-60 words about what you think we should do to improve the environment. (Ex. 4, p. 69)</p> <p>*Homework</p>

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To increase students' interest and lead them into the lesson.	<p>Chatting:</p> <ul style="list-style-type: none"> - Teacher asks students some questions to lead them into the lesson: <ol style="list-style-type: none"> 1. <i>Have you ever thought of your house in the future?</i> 2. <i>What will your house in the future be like?</i> - Teacher lead in the reading part of the lesson. 	T-Ss	3 mins
Practice	To give students more practice on reading for	<p>* READING</p> <p>Task 1: Read and choose the correct answer. (Ex. 1, p. 69)</p> <ul style="list-style-type: none"> - Ask students to do the 		38 mins

	<p>specific information.</p> <p>To give students more practice on describing their future houses.</p>	<p>task individually and check their answers with a partner before giving their answers to teacher to confirm the correct answers.</p> <p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. B 3. A 4. A <p>* SPEAKING</p> <p>Task 2: Describe your future house. (Ex. 2, p. 69)</p> <ul style="list-style-type: none"> - Have students 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 students to give comments and decide which student has the best future house in the class. <p>* LISTENING</p> <p>Task 3: Listen and tick</p>	<p>T-Ss</p> <p>Group work</p> <p>T-Ss</p>	
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	<p>To give students more practice on listening for specific information.</p>	<p>(Ex. 3, p. 69)</p> <ul style="list-style-type: none"> - Play the recording once for students to listen and tick the sentences. - Play the recording again for students to check their answers. - Give the correct answers to students. - With a weaker class, teacher may play the recording as many times as possible until students have chosen all their answers. <p>Answer key: 1, 2, 4, 5</p> <p>Audio script: <i>In 2004, 120 young people from ten European countries met in Berlin at the first Youth Eco-Parliament. They gave ideas for improving the environment. Here are some of the things they advised us to do: – recycle more rubbish (for example, glass, paper and plastic, etc.) – pick up rubbish in parks or in the streets – save energy – turn off lights and TVs when you’re not using them – use reusable bags instead of plastic bags</i></p> <p>*WRITING Task 4: Write a paragraph</p>	<p>T-Ss</p> <p>Pair work</p> <p>T-Ss</p>	
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	To help students practise writing a paragraph about what they think they should do to improve the environment.	<p>of 50-60 words about what you think we should do to improve the environment. (Ex. 4, p. 69)</p> <ul style="list-style-type: none"> - Set up the writing activity. - Teacher reminds students that the first and most important thing is always to think about what they are going to write. In this case, students may use the ideas given in 3 or their own ideas. - Teacher may brainstorm with students for the language necessary for writing and note some useful expressions and language on the board. - Ask students to write the draft first. 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. - Teacher may display all or some of the paragraphs on the wall/ notice board. - Other students and teacher give comments. students edit and revise their writing as homework. 	T-Ss	
Consolidation	To	Teacher asks students to	T-Ss	3

	consolidate what students have practice in the lesson.	talk about what they have practice in the lesson.		mins
Homework	To prepare for the last term test.	Prepare for the last term test.	T-Ss	1 min