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| **Tiết thứ**  **REVIEW 3**  **Language** | | |
| **Class** | **Date of teaching** | **Attendence** |
| 7A | ..../.../2022 |  |
| 7B | ..../.../2022 |  |
| 7C | ..../.../2022 |  |

**I. OBJECTIVES**

By the end of this lesson, students will be able to: Review pronunciation, vocabulary and the grammar points they have learnt in unit 7, 8, 9.

**1. Knowledge**

**+ Vocabulary:** Revise words related to music and arts; food and drinks; to school facilities and school activities.

**+ Grammar:** Practice on the vocabulary items and grammar points Ss have already studied in Units 7,8,9.

**+ Pronunciation:** the sounds learnt in Unit 7 (/ai/ and /ei/) and Unit 8 (/iə/ and eə/) and the pronunciation of two-syllable words learnt in Unit 9.

**2. Competence**

**a) General competencies:** - Develop communication skills and creativity; Be collaborative and supportive in pair work and team work; Actively join in class activities

**b) Personal qualities**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Raise students’ awareness of the need to keep their neighbourhood green.

**3. Qualities:** - Be responsible and hard working; Develop self-study skills.

**II. PREPARATIONS**

**Teacher:** Grade 7 text book, laptop, TV, pictures and realia, Computer connected to the Internet. Sach mem.vn.

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE:**

**In each activity, each step will be represented as following:**

\* Task delivering \*\* Task performance

\*\*\* Report and discussion \*\*\*\* Judgement

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| **Activity 1. WARM UP (5’- GW)**  **\* Aim:** To remind students the knowledge that they have learnt in Units 7-8-9.  **\* Content:** Having somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **\* Product:** Having a chance to speak English; Revision.  **\* Implementation:** Teacher’s instructions…... | |
| \* Teacher divides class into 3 big groups to draw a mindmap related to the knowledge they have learnt in Unit 7, 8, 9.  \*\* Ss do the task in group.  \*\*\* Teacher calls on some students to present their answer based on the mindmap.  \*\*\*\* Other Ss comment and teacher confirms. | ***Mindmap*** |
| **Activity 2. KNOWLEDGE FORMATION (5'- PW, IW)**  **\* Aim:** To help Ss review the pronunciation of the sounds learnt in Unit 7 (/ai/ and /ei/) and Unit 8 (/iə/ and eə/) and the pronunciation of two-syllable words learnt in Unit 9.  **\* Content:** Pronounce (/ai/ and /ei/) and (/iə/ and eə/).  **\* Product:** Listen and choose the word pronounced differently.  **\* Implementation:** Teacher’s instructions…... | |
| **1: Choose the word in which the underlined part is pronounced differently.**  \* Teacher asks Ss to do the task individually.  \*\* Ss do this exercise individually, then share their answers with their partners.  \*\*\* Calls some Ss to check their answers.  \*\*\*\* T gives feedback and confirms the answers. | **1: Choose the word in which the underlined part is pronounced differently. (Ex 1a, P102)**    **Key:** 1. A 2. C 3. A |
| **Activity 3. PRACTICE (30’-IW, PW, GW)**  **\* Aim:** To test students’ ability to choose the correct word to be used in a certain context; to help students review the words/phrases learnt; to help students review grammar elements taught in the three units.  **\* Content:** Remind grammar Although, How far…  **\* Product:** Do exercise correctly.  **\* Implementation:** Teacher’s instructions…... | |
| **2: Choose the word which has a different stress pattern from that of the others.**  \* Teacher asks Ss to retell the rules of putting stress in two – syllable words.  \*\* Ss do this exercise individually, then share their answers with their partners.  \*\*\* T calls on some Ss to check their answers.  \*\*\*\* Teacher gives feedback and confirms the answers.  **3: Write the phrases from the box under the road signs.**  \* Teacher allows Ss to do this task separately.  \*\* Ss do this exercise individually, then share their answers with their partners.  \*\*\* T calls on some Ss to check their answers.  \*\*\*\* Teacher gives feedback and confirms the answers.  **4: Fill in each blank with a suitable word from the box. (Ex 3, p. 102)**  \* Teacher tells Ss to look at Ex 3 and asks them what kind of word can fill in each blank.  \*\* Ss do the task independently.  \*\*\* Teacher calls on some Ss to write answer on the board.  \*\*\*\* Teacher gives feedback and confirms the answers.  **5: Which of the underlined parts in each question is incorrect? Find and correct it.**  \* Teacher asks Ss to read the sentences carefully to find the mistakes and correct.  \*\* Ss do the task independently and can share with their partners.  \*\*\* Teacher calls on some Ss to give their answers and correct the mistakes.  \*\*\*\* Teacher confirms.  **6: Rewrite the sentences so that they have the same meanings as the original ones. Use the words given in brackets.**  \* Teacher asks Ss to read the sentences, then rewrite them.  \*\* Ss do the task independently.  \*\*\* Teacher calls on some Ss to write on the board so that other Ss can comment.  \*\*\*\* Teacher confirms the correct sentences. | **2: Choose the word which has a different stress pattern from that of the others. (Ex 1b, P102)**    Key: 4. C 5. B  **3: Write the phrases from the box under the road signs. (Ex 2, P102)**    ***Key:***  1. No left turn 2. Walking only  3. Turn right ahead 4. Road work  5. School ahead  **4: Fill in each blank with a suitable word from the box. (Ex 3, P102)**  ***Key:***  1. feast 2. shocking 3. Easter  4. fantasy 5. violent  **5: Which of the underlined parts in each question is incorrect? Find and correct it. (Ex 4, P102)**  1. C (do 🡪 did)  2. B (but 🡪 Ø)  3. B (should 🡪 shouldn’t)  4. B (to 🡪 Ø)  5. C (However 🡪 However,)  **6: Rewrite the sentences so that they have the same meanings as the original ones. Use the words given in brackets. (Ex 5, P102)**  1. It’s about five kilometres from my house to my school.  2. How far is it from Ha Noi to Hai Phong?  3. Although he was tired, he still performed the lion dance. / He still performed the lion dance  although he was tired.  4. We / You / They shouldn’t walk here because this lane is for cycling only.  5. Though my sister lives far away, she comes back home every Tet. / My sister comes back home every Tet though she lives far away. |
| **Activity 4. APPLICATION (5’-IW)**  **\* Aim:** To consolidate what students have learnt in the lesson; to prepare for the next lesson.  **\* Content:** Give home assignment  **\* Product:** Take notehome assignment  **\* Implementation:** Teacher’s instructions…... | |
| Teacher asks students to talk about what they have learnt in the lesson.  **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | **\* Home assignment**  Prepare for Review 3 – Skills. |

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| **Tiết thứ**  **REVIEW 3**  **Skills** | | |
| **Class** | **Date of teaching** | **Attendence** |
| 7A | ..../.../2022 |  |
| 7B | ..../.../2022 |  |
| 7C | ..../.../2022 |  |

**I. OBJECTIVES**

By the end of this lesson, students will be able to: practice on the vocabulary items and grammar points Ss have already studied and the skills they have practised in Units 7, 8, 9

**1. Knowledge**

**+ Vocabulary:** A revision and practice on the vocabulary items Ss have already studied and the skills they have practised in Units 7,8,9.

**+ Grammar:** Practice on grammar points ss have already studied in Units 7,8,9.

**+ Pronunciation:** the sounds learnt in Unit 7 (/ai/ and /ei/) and Unit 8 (/iə/ and eə/) and the pronunciation of two-syllable words learnt in Unit 9.

**2. Competence**

**a) General competencies:** Develop communication skills and creativity; Be collaborative and supportive in pair work and team work; Actively join in class activities.

**b) Personal qualities**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

- Raise students’ awareness of the need to keep their neighbourhood green.

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**II. PREPARATIONS**

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**III. PROCEDURE:**

**In each activity, each step will be represented as following:**

\* Task delivering \*\* Task performance

\*\*\* Report and discussion \*\*\*\* Judgement

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| **Activity 1. WARM UP (5’- IW, GW)**  **\* Aim:** To increase students’ interest and lead them into the lesson.  **\* Content:** Having somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.  **\* Product:** Having a chance to speak English; Revision.  **\* Implementation:** Teacher’s instructions…... | |
| \* Teacher writes on the board the word “FESTIVALS”, then asks Ss to retell as many festivals they have learnt in unit 9 as possible. After that, teacher asks Ss some questions:  + Do you like taking part in an interesting famous festival in the world?  + Do you know the name of the festival which they often throw tomatoes?  \*\* Ss do the task independently.  \*\*\* Ss calls on some Ss to give their ideas.  \*\*\*\* Teacher confirms and leads Ss to the passage they are going to read “La Tomanita” | **Chatting:**  **FESTIVALS** |
| **Activity 2. KNOWLEDGE FORMATION (5'- IW)**  **\* Aim:** To help students practise asking about Traffic; To develop Ss’ knowledge of the vocabulary.  **\* Content:**  **\* Product:** Answer key  **\* Implementation:** Teacher’s instructions…... | |
| **3: Interview your group members. Take notes of their answers and report to the class.**  \* Teacher asks Ss work in group of four, then give them a handout to interview other members in group to take note their answers.  \*\* Ss do the task in groups.  \*\*\* The representative in each group reports to the class.  \*\*\*\* Teacher corrects pronunciation, grammar or spelling if needed. | **3: Interview your group members. Take notes of their answers and report to the class. (Ex 3, P103)**   |  |  |  |  | | --- | --- | --- | --- | | **Questions** | **S1** | **S2** | **S3** | | 1. How far is it from your house to your school? |  |  |  | | 2. How do you go to school? |  |  |  | | 3. What is good about walking? |  |  |  | | 4. What is good about public transport? |  |  |  | |
| **Activity 3. PRACTICE (20’-IW, PW, GW)**  **\* Aim:** To help students practise reading for specific information; help students practise reading for general information; help students practise listening for specific information (gap-filling); help students write a paragraph describing a visit to a holiday city, based on the information provided.  **\* Content:**  - Read the passage. Match the headings in the box with the paragraphs; Choose the correct answer A, B, or C to complete each sentence; Read the passage again and answer the questions; Listen & fill in each blank with ONE word.  **\* Product:** - Suggested answers & answer key; write a paragraph about your favourite means of transport.  **\* Implementation:** Teacher’s instructions…... | |
| **1: Read the passage. Match the headings in the box with the paragraphs.**  \* Teacher asks Ss to read the passage quickly and match the headings with the paragraphs.  \*\* Ss do the task individually first, then they can compare with their partners.  \*\*\* Some Ss give their answers.  \*\*\*\*Teacher confirms the correct answers.  **2:** **Read the passage again and answer the questions.**  \* Teacher asks Ss to read the questions and the passages again carefully for details for their answers.  \*\* Ss do the task independently, then swap their answers with their partners and show where they find the information for their answers.  \*\*\* Some Ss give their answers in front of the class  \*\*\*\* Teacher checks Ss’ answers as a class.  **4: Listen to Trang talking about watching films with her family. Fill in each blank with ONE word.**  \* Teacher has Ss to read the sentences carefully and guess what they can fill in the blank. Then, teacher plays the recording for the first time.  \*\* Ss do the task independently to listen and complete the sentences.  \*\*\* Teacher asks for their answers and write them on the board.  \*\*\*\* Teacher plays the recording again and confirms the correct answers. | **1: Read the passage. Match the headings in the box with the paragraphs. (Ex 1, P 103)**  **Key:**1. B 2. C 3. A  **2:** **Read the passage again and answer the questions. (Ex 2, P 103)**  **Key**  1. People hold it in Buñol, Spain on the last Wednesday of every August.  2. There is a ham.  3. A jet of water from the water cannons.  4. It’s one hour.  5. It’s a traditional Spanish rice dish.  **4: Listen to Trang talking about watching films with her family. Fill in each blank with ONE word. (Ex 4, P103)**    **Key:**  1. home 2. relationship  3. time 4. lessons  5. language |
| **Activity 4. APPLICATION (10’-IW, PW, GW)**  **\* Aim:** Help students write a paragraph describing a visit to a holiday city, based on the information provided.  **\* Content:** write a paragraph about your favourite means of transport.  **\* Product:** - Suggested answers & answer key.  **\* Implementation:** Teacher’s instructions…... | |
| **5: Write a paragraph of about 70 words about your favourite means of transport. You may use the following questions as cues.**  **\*** Teacher asks Ss to discuss with their partner the questions and encourages Ss to give as many reasons as possible.  \*\* Ss do the task in pairs to discuss, then write their paragraph individually.  \*\*\* Teacher calls on some Ss to write on the board, other Ss comment.  \*\*\*\* Teacher corrects the grammar, spelling, vocabulary. | **5: Write a paragraph of about 70 words about your favourite means of transport. You may use the following questions as cues. (Ex 5, P103)** |

**Activity 5. WRAP-UP & HOME WORK (5’)**

**\* Aim:** To consolidate what students have learnt in the lesson; To prepare vocabulary for the next lesson.

**\* Content:** Home assignment.

**\* Product:** Take home assignment.

**\* Implementation:**

- Ask Ss what they have learnt so far. Have them recall the important grammar points, Vocabulary; Pronunciation

**\* HOME WORK**

- Read again the conversation

- Do more exercises in workbook.

- Prepare for the next lesson.

**IV. FEEDBACK:**

With 7A ……………………………………………………………………………..…

With 7B …………………………...……………………………………..……………

With 7C …………………………...……………………………………..……………