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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.

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

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**III. PROCEDURE:**

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

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\*\*\* 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)**

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| **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? |  |  |  |

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| **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 …………………………...……………………………………..……………