**School:**

**Teacher’s name:**

**Class:**

**LESSON PLAN**

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

**REVIEW 2**

**Lesson 1: Language**

**I. OBJECTIVES**

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

**1. Knowledge**

- Revise words related to places in a neighbourhood, things in nature, things and activities at Tet

- Revise the sounds /ɪ/, /i:/, /t/, /d/, /s/ and /ʃ/

- Revise the use of comparative adjectives, countable and uncountable nouns, modal verbs *must / mustn’t*, *should / shouldn’t* for advice, *some / any* for amount.

**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 2, 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 4 - 5 - 6.

**b. Content:**

**-** Memory game

**c. Expected outcomes:**

**-** Students recall what they have learnt in Units 4 - 5 - 6.

**d. Organisation:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Memory game**  - 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 4, 5, 6 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 4, 5, 6. | ***Answer key:*** |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: PRONUNCIATION** (7 mins)

**a. Objectives:**

- To help Ss review the pronunciation of the sounds learnt in Units 4 – 6: /ɪ/ and /i:/, /t/ and /d/, and /s/ and /∫/ correctly.

**b. Content:**

**-** Task 1: Listen and circle the word with the different underlined sound. (p.68)

**c. Expected outcomes:**

**-** Students can distinguish the sounds they have learnt.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Listen and circle the word with the different underlined sound.** | | |
| - Write the three pairs of sounds on the board. Say some words containing the sounds aloud and ask if Ss can identify which sound it is.  - Ask Ss to read aloud the words in each group and decide by themselves which one is the odd one out.  - Play the recording for Ss to listen and check their answers. Have Ss do this exercise individually.  - Check their answers as a class. | - Students focus on three pairs of sounds and identify them.  - Students read the words first then listen to the recording to check the answers.  - Ss listen again and repeat in chorus and individually | ***Answer key:***  1. A  2. C  3. B  4. C  5. C |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

**3. ACTIVITY 2: VOCABULARY** (13 mins)

**a. Objectives:**

- To help Ss review the adjectives describing the neighbourhood, the wonders of Viet Nam, and Tet holiday.

- To help Ss identify the words through their definitions.

**b. Content:**

- Task 2: Write the words in the box (a – h) next to their opposites (1 – 8). (p.68)

- Task 3: Choose the correct word / phrase for each definition. (p.68)

**c. Expected outcomes:**

**-** Students recall vocabulary through their opposites and definitions.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2: Write the words in the box (a – h) next to their opposites (1 – 8).** (5 mins) | | |
| - Ask Ss to read the adjectives in the box first and try to remember their meanings.  - Ask if they know their opposite meanings. Then have Ss do the exercise independently.  - Allow Ss to exchange answers with a partner.  - T checks the answers as a class | - Students work independently to do the activity.  - Students compare the answers in pairs. | ***Answer key:***  1. d  2. g  3. f  4. b  5. a  6. h  7. c  8. e |
| **Task 3: Choose the correct word / phrase for each definition.** (8 mins) | | |
| - Ask Ss to do this exercise individually.  - Have Ss swap their answers with a partner.  - Check Ss’ answers as a class.  - T may ask Ss to underline the key words that help them determine their answers | - Students work independently to do the activity.  - Students compare the answers in pairs. | ***Answer key:***  1. waterfall  2. compass  3. museum  4. wish  5. lucky money |

**e. Assessment**

- Teacher checks students’ exercises individually and gives feedback.

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

**a. Objectives:**

- To help Ss review grammar elements taught in Units 4 – 6: *must / mustn’t, some / any*, andcomparative adjectives.

- To help Ss review the use of *should / shouldn’t.*

**b. Content:**

- Task 4: Complete the sentences with the correct answer A, B, or C. (p.68)

- Task 5: Complete the sentences with *should* or *shouldn’t*. (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 the sentences with the correct answer A, B, or C.** (7 mins) | | |
| - Have Ss do the exercise individually.  - Get Ss to exchange their answers and discuss if there is any difference in their answers. Check Ss’ answers as a class, and explain if needed. | - Students work independently to do the activity.  - Students compare the answers in pairs. | ***Answer key:***  1. B  2. C  3. C  4. A  5. A |
| **Task 5: Complete the sentences with should or shouldn’t.** (8 mins) | | |
| - Have a brief revision of *should / shouldn’t* by naming an activity. Ss say if they should / shouldn’t do it.  - Have Ss do this exercise independently.  - Check their answers as a class. | - Students work independently to do the activity. | ***Answer key:***  1. should  2. shouldn’t  3. shouldn’t  4. should  5. should |

**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 2 – Skills.

**Board plan**

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| *Date of teaching*  **Review 2**  **Lesson 1: Language**  **\* Warm-up**  **\* Pronunciation**  Task 1: Listen and circle.  **\* Vocabulary**  Task 2: Write the opposites.  Task 3: Choose the correct word / phrase.  **\* Grammar**  Task 4: Complete the sentences.  Task 5: Complete the sentences.  **\*Homework** |

**REVIEW 2**

**Lesson 2: Skills**

**I. OBJECTIVES**

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

**1. Knowledge**

- Practise reading for specific information about vistting Singapore.

- Practise talking about famous places and the reasons why people want to visit there.

- Practise listening for specific information about a trip to Singapore.

- Practise completing a paragraph to describe their neighbourhood.

**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 2, 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. Do you want to visit Singapore?  2. Do you know what is Singapore famous for? |

**e. Assessment**

**-** Teacher observes and gives feedback.

**2. ACTIVITY 1: READING** (12 mins)

**a. Objectives:**

- To help Ss practise reading for general information.

- To help Ss practise reading for specific information.

**b. Content:**

**-** Task 1: Read the passage and match the headings (A, B, C) with the paragraphs. (p.68)

- Task 2: Read the passage again and choose the correct answer A, B, or C. (p.69)

**c. Expected outcomes:**

**-** Students gain some information about visitting Singapore.

**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) | | |
| - Have Ss read the headings and the paragraphs carefully before they decide which goes with which.  - Ask them to underline the words / phrases in the paragraphs which help them do the match. Go through the underlined words and phrases Ss have done. Guide them how to look for clues. This will help Ss do activity 2 more easily.  - Check their answers as a class. | - Students work independently to complete the task first.  - Students underline the key words in each paragraph. | ***Answer key:***  1. B  2. C  3. A |
| **Task 2: Read the passage again and choose the correct answer A, B, or C.** (5 mins) | | |
| - Have Ss read each sentence and look for the key word(s) in it.  - Decide where to look for the information (paragraph 1, 2, or 3) in task 1. This will make it quicker and easier for Ss to find the correct answers.  E.g. Sentence 1 has ‘plants and flowers’ → go to paragraph 1: Nature.  - Check Ss’ answers as a class. | - Students read the sentences and use the underlined key words to find the information. | ***Answer key:***  1. A  2. A  3. B  4. C |

**e. Assessment**

- Teacher observes and gives feedback.

**3. ACTIVITY 2: SPEAKING** (7 mins)

**a. Objectives:**

- To help Ss practise asking and answering about a place they want to visit and explain why.

**b. Content:**

-Task 3: Work in pairs. Read the passage ‘Visit Singapore’ again and make a list of the places. Take turns to ask and find out which place your partner wants to visit and why. (p.69)

**c. Expected outcomes:**

**-** Students can talk about famous places and the reasons why people want to visit there.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3: Work in pairs. Read the passage ‘Visit Singapore’ again and make a list of the places. Take turns to ask and find out which place your partner wants to visit and why.** | | |
| - Ask Ss to refer to the passage about Singapore in task 1 and make a list of the places mentioned.  - Allow them some time to form their own ideas of where to go and why they want to go there. Have Ss  then work in pairs, asking and answering to find out where their partners want to go and why.  - Go round and support Ss if needed.  - Call on some Ss / pairs to present their ideas to the class. | - Students make a list of the places and practise asking and answering in pairs.  - Students present the ideas to the whole class. | ***Students’ own ideas*** |

**e. Assessment**

- Teacher observes and gives feedback.

**4. ACTIVITY 3: LISTENING** (6 mins)

**a. Objectives:**

- To help Ss review listening for specific information (T/F questions).

**b. Content:**

- Task 4: Mai’s family is talking to a travel agent about their trip to Singapore. Listen and tick T (True) or F (False). (p. 69)

**c. Expected outcomes:**

- Ss can listen for specific information and tick T or F.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Mai’s family is talking to a travel agent about their trip to Singapore. Listen and tick T (True) or F (False).** | | |
| - Allow Ss some time to read the statements carefully to get the gist of the listening.  - Guide them to look for key words which can help them focus while listening. For example: four days  (1), won’t go (2) a full day (3)...  - Play the recording two or three times (as needed). Ss listen and tick the answers.  - Allow Ss to swap their answers.  - Check their answers as a class. Encourage Ss to correct the false statement(s). If there is enough time, T may tell Ss more about *the Light and Sound Show* and *Sentosa*. | - Students read the statements and find the key words.  - Students do the task individually then compare the answers in pairs. | ***Answer key:***  1. T  2. F  3. T  4. T  5. F |

**e. Assessment**

- Teacher observes and gives feedback.

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

**a. Objectives:**

- To help Ss complete a guided paragraph of about 50 words to describe their neighbourhood.

**b. Content:**

- Task 5: Complete this paragraph to describe the place you live. (p. 69)

**c. Expected outcomes:**

- Ss can complete the paragraph to describe their neighbourhood.

**d. Organisation**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 5: Complete this paragraph to describe the place you live.** | | |
| - Have Ss read the guided paragraph first and decide which information is needed for each blank.  - Allow them some time to think about the information they need to complete the frame.  - Allow them some time to do the task.  - Go round and check if they are doing the task correctly and offer help if needed.  - Call on one or two volunteers to read aloud their answers. Call for other Ss’ comments.  - Collect some writings to correct at home | - Students think of their own neighbourhood and fill in the blanks. | ***Suggested answer:***  I live in (1) *Tam Diep Town, Ninh Binh*. Life is very (2) *slow and quiet* here. There are (3) *large pineapple fields* in my neighbourhood.  At weekends, my friends and I often go to (4) *the town playground* where we can (5) *play football and fly kites*. That’s our favourite place. |

**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**

- Do exercises in the workbook.

- Prepare for Unit 7 – Getting started

**Board plan**

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| *Date of teaching*  **Review 2**  **Lesson 2: Skills**  **\* Warm-up**  Chatting  **\* Reading**  Task 1: Match the headings with the paragraphs.  Task 2: Choose the correct answer.  **\* Speaking**  Task 3: Ask and answer.  **\* Listening**  Task 4: True or false.  **\* Writing**  Task 5: Complete the paragraph.  **\* Homework** |