

REVIEW 2 (UNITS 4-5-6)

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 4-5-6.

Materials (referenced)

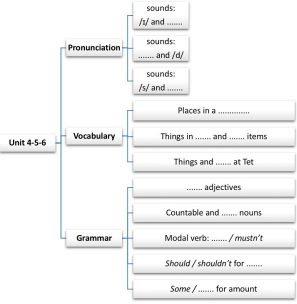
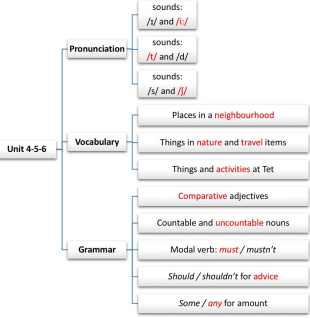
- Grade 6 textbook, Review 2, Language
- Pictures, printed chart
- sachmem.vn

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 expectation 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 2</p> <p>Lesson 1: Language</p> <p>* Warm-up Memory game</p> <p>I. Practice</p> <p>II. Pronunciation Task 1: Listen and circle the word with the different underlined sound.</p> <p>III. Vocabulary Task 2: Write the words in the box (a-h) next to their opposite (1-8). Task 3: Choose the correct word/ phrase for each definition.</p> <p>IV. Grammar Task 4: Complete the sentences with the correct answer A, B, or C. Task 5: Complete the sentences with <i>should</i> or <i>shouldn't</i>.</p> <p>* Homework</p>

Stage	Stage aim	Procedure	Interaction	Time
Warm-up	To remind students the knowledge that they have learnt in Units 4-5-6.	<p>* <i>Memory game:</i></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 4, 5, 6 and asks them to complete the chart. - The group which finishes correctly and more quickly is the winner. 	Group work	5 mins

		 <p>Answer key:</p> 		
Practice	<p>To help students review the pronunciation of the sounds learnt in Units 4-5-6: /ɪ/, /i:/, /t/ and /d/, and /s/ and /ʃ/ correctly.</p> <p>To help students</p>	<p>* PRONUNCIATION: Task 1: Listen and circle the word with the different underlined sound.</p> <ul style="list-style-type: none"> - Students do this exercise individually then share their answers with their partners. - Teacher gives feedback and confirms the answers. <p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. C 3. B 4. C 5. C 	<p>S</p> <p>T-Ss</p>	<p>35 mins</p>

	<p>review the adjectives describing the neighbourhood, the wonders of Viet Nam, and Tet holiday.</p> <p>To help students identify the words through their definitions.</p> <p>To help students review grammar elements taught in Units 4-5-6: <i>must/ mustn't, some/ any, and comparative adjectives.</i></p>	<p>* VOCABULARY:</p> <p>Task 2: Write the words in the box (a-h) next to their opposite (1-8).</p> <ul style="list-style-type: none"> - Teacher prepares sets of words and organises this task as a game. - Teacher divides the class into 2 teams, gives each team 2 sets of words. One set includes the adjectives in the box and the other includes their opposites - Teacher lets students come to match on the board. - The team matching faster and correctly is the winner. <p>1. d 2. g 3. f 4. b 5. a 6. h 7. c 8. e</p> <p>Task 3: Choose the correct word/ phrase for each definition.</p> <ul style="list-style-type: none"> - Teacher has students do this task individually and then share their answers with their partners. - Teacher calls one or two students to write their answers on the board. - Teacher checks and 	<p>Team work</p> <p>T-Ss</p> <p>S</p>	
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		<ul style="list-style-type: none"> - Teacher has a brief revision of <i>should/ shouldn't</i> by giving a phrase showing an activity. Students speak aloud if they <i>should/ shouldn't</i> do it. - Teacher lets students do this exercise independently. - Teacher checks their answers as a class. <p>Answer key:</p> <ol style="list-style-type: none"> 1. should 2. shouldn't 3. shouldn't 4. should 5. should 	T-Ss	
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 Lesson 2: Skills.	T-Ss	1 min

REVIEW 2 (UNITS 4-5-6)

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 4-5-6.

Materials (referenced)

- Grade 6 textbook, Review 2, 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 expectation 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 2</p> <p>Lesson 2: Skills</p>
<p>*Warm-up</p> <p>Chatting</p> <p>I. Practice</p> <p>II. Reading</p> <p>Task 1: Read the passage and match the headings (A, B, C) with the paragraphs. Task 2: Read the passage again and choose the correct answer A, B or C.</p> <p>III. Speaking</p> <p>Task 3: Work in pairs. Read the passage <i>Visit Singapore</i> 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> <p>IV. Listening</p> <p>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> <p>V. Writing</p> <p>Task 5: Complete this paragraph to describe the place you live.</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>Do you want to visit Singapore?</i> 2. <i>Do you know what is Singapore famous for?</i> <ul style="list-style-type: none"> - Teacher leads in the reading part of the lesson. 	T-Ss	3 mins
Practice	To help students	<p>* READING</p> <p>Task 1: Read the passage</p>		38 mins

	<p>practise reading for general information.</p>	<p>and match the headings (A, B, C) with the paragraphs.</p> <ul style="list-style-type: none"> - Teacher has students read the headings and the paragraphs carefully before matching. - Teacher asks students to underline the words/phrases in the paragraphs which help them do the matching and goes through the underlined words and phrases students have done, then guides them how to look for clues. This will help students do activity 2 more easily. - Teacher checks the answers as a class. <p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. B 2. C 3. A 	<p>S</p> <p>T-Ss</p>	
	<p>To help students practise reading for specific information.</p>	<p>Task 2: Read the passage again and choose the correct answer A, B or C.</p> <ul style="list-style-type: none"> - Teacher has students read each sentence and look for the key word(s) in it. - Teacher decides where to look for the information (paragraph 1, 2, or 3). This will 	<p>T-Ss</p>	

	<p>To help students practise asking and answering about a place they want to visit and explain why.</p> <p>To help students review listening for specific information (T/F questions).</p>	<p>make it quicker and easier for students to find the correct answers. E.g. Sentence 1 has '<i>plants and flowers</i>' → go to paragraph 1: <i>Nature</i>.</p> <ul style="list-style-type: none"> - Teacher checks students' answers as a class. <p>Answer key:</p> <ol style="list-style-type: none"> 1. A 2. A 3. B 4. C <p>* SPEAKING</p> <p>Task 3: Work in pairs. Read the passage <i>Visit Singapore</i> 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> <ul style="list-style-type: none"> - Teacher asks students to refer to the passage about Singapore (Reading 1) and make a list of the places mentioned. - Teacher asks students some time to form their own ideas of where to go and why they want to go there, then work in pairs, asking and 	<p>Pair work</p> <p>T-Ss</p>	
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		<p>answering to find out where their partners want to go and why.</p> <ul style="list-style-type: none"> - Teacher goes round and supports students if it's needed. - Teacher calls some students/ pairs to present their ideas to the class. <p>* LISTENING</p> <p>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> <ul style="list-style-type: none"> - Teacher allows students some time to read the statements carefully to have some ideas what the listening is about. - Teacher guides students to look for key words which can help them focus while listening. For example: <i>four days (1), won't go (2) a full day (3)...</i> - Teacher plays the recording twice or three times (as needed). Students listen and tick the answers. - Teacher allows students to swap their answers. - Teacher checks their answers as a class, 	S	
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Pair work

		<p>encourages students to correct the false statement(s). If there is still time, teacher may give students some information about the <i>Light and Sound Show</i> and <i>Sentosa</i>.</p> <ul style="list-style-type: none"> - <i>The Light and Sound Show</i>: a form of nighttime entertainment that is usually presented outdoor, using light and sound to tell a story of history. - <i>Sentosa</i>: a sunny island in Singapore, a big centre of entertainment, which offers activities for people of different age groups. There are Sea Aquarium, Butterfly Park, Insect Kingdom, Skyline Luge, Cove Waterpark, Universal Studio, and the famous Light and Sound Show. <p>Answer key:</p> <ol style="list-style-type: none"> 1. T 2. F 3. T 4. T 5. F <p>Audio script: <i>Travel agent:</i> Here we</p>	T-Ss	
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	<p>To help students complete a guided paragraph of about 50 words to describe their neighbourhood.</p>	<p>have a four-day programme for you... <i>Mai's mother:</i> Do we visit somewhere natural? <i>Travel agent:</i> Oh yes. We have two days for nature: one day at the National Park and one day at the zoo. <i>Mai's mother:</i> How about Sentosa? <i>Travel agent:</i> Sentosa is a 'must' for families. We spend one day there. <i>Mai's mother:</i> Is it enough? <i>Travel agent:</i> We start early and return late. There we visit the Sea Aquarium... <i>Mai's mother:</i> What is it? <i>Travel agent:</i> It's a zoo for fish. <i>Mai's mother:</i> Great. <i>Travel agent:</i> In the evening we will watch the Light and Sound Show. And the last day is for ...</p> <p>*WRITING Task 5: Complete this paragraph to describe the place you live. - Teacher has students read the guided paragraph first and decide which information is needed</p>	<p>T-Ss</p>	
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		<p>for each blank.</p> <ul style="list-style-type: none"> - Teacher allows them some time to think about the information they need to complete the frame. - Teacher allows them some time to do the task. - Teacher goes round and check if they are doing the job correctly and offers help if needed. - Teacher calls on one or two volunteers to read aloud their answers then calls for other students' comments. - Teacher collects some writings to correct at home. 	S	
Consolidation	To consolidate what students have practice in the lesson.	Teacher asks students to talk about what they have practice in the lesson.	T-Ss	3 mins
Homework	To prepare for the next lesson.	Prepare for Unit 7 – Lesson 1.	T-Ss	1 min