REVIEW 3 (UNITS 7-8-9)

# **Lesson 1: Language**

**I. OBJECTIVES**

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

**1. Knowledge**

- review words related to traffic, films, and festivals

- review the pronunciation of the sounds /aɪ/, /eɪ/, /ɪǝ/, /eǝ/, and stress in two-syllable words;

- review the use of connectors (*though/ however*), *should/ shouldn't, Yes/ No questions*, and *It* indicating distances

**2. Core competence**

- Develop communication skills and cultural awareness

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Develop self-study skills

**II. MATERIALS**

- Grade 7 textbook, Review 3 - Language

- Computer connected to the Internet

- Projector /TV/ pictures and cards

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**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. 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. |
| 2. Some students might excessively talk in the class. | - Define expectations in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

Board Plan

| *Date of teaching*  REVIEW 3  Lesson 1: Language  \* Warm-up  Mindmap  I. Pronunciation  Task 1a: Choose the word in which the underlined part is pronounced differently.  Task 1b: Choose the word which has a different stress pattern from that of the others.  **II. Vocabulary**  Task 2: Write the phrases from the box under the road signs.  Task 3: Fill in each blank with a suitable word from the box.  **III. Grammar**  Task 4: Which of the underlined parts in each question is incorrect? Find and correct it.  Task 5: Rewrite the sentences so that they have the same meanings as the original ones.  **\* Homework** |
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**III. PROCEDURES**

***Notes:***

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

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To remind students the knowledge that they have learnt in Units 7-8-9 | **MINDMAP**  \* Teacher divides the class into 3 big groups to draw a mindmap related to the knowledge they have learnt in Units 7, 8, 9.  \*\* Ss do the task in groups.  \*\*\* Teacher calls on some students to present their mindmaps.  \*\*\*\* Other Ss comment and teacher confirms. | T-Ss  Group work  T-Ss  T-Ss | 5 mins |
| PRONUNCIATION | To help students  review the  pronunciation of the sounds learnt in Units 7-8 | **TASK 1A: CHOOSE THE WORD IN WHICH THE UNDERLINED PART IS**  **PRONOUNCED DIFFERENTLY.** *(Ex 1a, p. 102)*  \* Teacher asks Ss to do the task individually.  \*\* 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.  ***Answer key:***  1. A  2. C  3. A | T-Ss  Ss  T-Ss  T-Ss | 35 mins |
|  | To help students  review the  pronunciation of two-syllable words learnt in Unit 9 | **TASK 1B: CHOOSE THE WORD WHICH HAS A DIFFERENT STRESS PATTERN FROM THAT OF THE OTHERS.** *(Ex 1b, p. 102)*  \* 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.  ***Answer key:***  4. C  5. B | T-Ss  Ss  T-Ss  T-Ss |
| VOCABULARY | To help Ss review the meaning of road signs | **TASK 2: WRITE THE PHRASES FROM THE BOX UNDER THE ROAD SIGNS.** *(Ex 2, p. 102)*  \* 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.  ***Answer key:***  1. No left turn  2. Walking only  3. Turn right ahead  4. Road work  5. School ahead | T-Ss  Ss  T-Ss  T-Ss |
| To help students  review the words/ phrases related to films and festivals | **TASK 3: 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 be filled in each blank.  \*\* Ss do the task independently.  \*\*\* Teacher calls on some Ss to write answers on the board.  \*\*\*\* Teacher gives feedback and confirms the answers.  ***Answer key:***  1. feast  2. shocking  3. Easter  4. fantasy  5. violent | T-Ss  Ss  T-Ss  T-Ss |
| GRAMMAR | To help students  review grammar  points taught in Units 7-9 | **TASK 4: WHICH OF THE UNDERLINED PARTS IN EACH QUESTION IS  INCORRECT? FIND AND CORRECT IT.** *(Ex 4, p. 102)*  \* 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.  ***Answer key:***  1. C (do 🡪 did)  2. B (but 🡪 Ø)  3. B (should 🡪 shouldn’t)  4. B (to 🡪 Ø)  5. C (However 🡪 However,) | T-Ss  Ss  T-Ss  T-Ss |
| **TASK 5: REWRITE THE SENTENCES SO THAT THEY HAVE THE SAME MEANINGS AS THE ORIGINAL ONES. USE THE WORDS GIVEN IN BRACKETS.** *(Ex 5, p. 102)*  \* 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 students can comment.  \*\*\*\* Teacher confirms the correct sentences.  ***Answer key:***  1. It’s / It is 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. | T-Ss  Ss  T-Ss  T-Ss |
| WRAP-UP | 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 3 – Skills. | T-Ss | 1 min |

REVIEW 3 (UNITS 7-8-9)

# **Lesson 2: Skills**

**I. OBJECTIVES**

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

**1. Knowledge**

- practise reading for specific information about traffic rules, a film review and an unusual festival;

- practise asking and answering about the topic of traffic

- practise listening for specific information about watching films

- practise writing a paragraph about means of transport

**2. Core competence**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and team work

- Actively join in class activities

**3. Personal qualities**

- Be responsible and hard working

**II. MATERIALS**

- Grade 7 textbook, Review 3 - Language

- Computer connected to the Internet

- Projector /TV/ pictures and cards

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**Assumptions**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. 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. |
| 2. Some students will excessively talk in the class. | - Define expectations in explicit detail.  - Have excessively talkative students practise.  - Continue to define expectations in small chunks (before every activity). |

Board Plan

| *Date of teaching*  REVIEW 3  Lesson 2: Skills  \*Warm-up  Chatting  **Practice**  **1. Reading**  Task 1: Read the passage. Match the headings in the box with the paragraphs.  Task 2: Read the passage again and answer the questions.  **2. Speaking**  Task 3: Interview your group members. Take notes of their answers and report to the class.  **3. Listening**  Task 4: Listen to Trang talking about watching films with her family. Fill in each blank with ONE word.  **4. Writing**  Task 5: Write a paragraph of about 70 words about your favourite means of transport.  **\*Homework** |
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**III. PROCEDURES**

***Notes:***

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

\* Deliver the task

\*\* Implement the task

\*\*\* Discuss

\*\*\*\* Give comments or feedback

| **Stage** | **Stage aim** | **Procedure** | **Interaction** | **Time** |
| --- | --- | --- | --- | --- |
| WARM-UP | To increase  students’ interest and lead them into the lesson | **CHATTING**  \* Teacher writes on the board the word “FESTIVALS”, then asks Ss to name 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 in 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” | T-Ss | 3 mins |
| READING | To help students practise reading for general  information | **TASK 1: READ THE PASSAGE. MATCH THE HEADINGS IN THE BOX WITH THE PARAGRAPHS.** *(Ex 1, p. 103)*  \* 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.  ***Answer key:***  1. B  2. C  3. A | T-Ss  Ss  Ss  T-Ss | 38 mins |
| To help students practise reading for specific  information | **TASK 2:** **READ THE PASSAGE AGAIN AND ANSWER THE QUESTIONS.** *(Ex 2, p. 103)*  \* 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.  ***Answer 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. | T-Ss  Ss  Ss-Ss  T-Ss |
| SPEAKING | To help students practise asking about Traffic | **TASK 3: WORK IN GROUPS. INTERVIEW YOUR GROUP MEMBERS. TAKE NOTES OF THEIR ANSWERS AND REPORT TO THE CLASS.** *(Ex 3, p. 103)*  \* Teacher asks Ss to work in groups of four, then give them a handout to interview other members in group to take note of their answers.   | **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? |  |  |  |   \*\* Ss do the task in groups.  \*\*\* The representative in each group reports to the class.  \*\*\*\* Teacher corrects pronunciation, grammar or spelling if needed. | T-Ss  Group work  Ss  T-Ss |
| LISTENING | To help students practise listening for specific  information  (gap-filling) | **TASK 4: LISTEN TO TRANG TALKING ABOUT WATCHING FILMS WITH HER FAMILY. FILL IN EACH BLANK WITH ONE WORD.** *(Ex 4, p. 103)*  \* 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 writes them on the board.  \*\*\*\* Teacher plays the recording again and confirms the correct answers.  ***Answer key:***  1. home  2. relationship  3. time  4. lessons  5. language | T-Ss  Ss  T-Ss  T-Ss |
| WRITING | To help students write a paragraph about their favourite means of transport | **TASK 5: WRITE A PARAGRAPH OF ABOUT 70 WORDS ABOUT YOUR FAVOURITE MEANS OF TRANSPORT. YOU MAY USE THE FOLLOWING QUESTIONS AS CUES.** *(Ex 5, p. 103)*  **\*** 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 Ss write their paragraphs individually.  \*\*\* Teacher calls on some Ss to write on the board, other Ss comment.  \*\*\*\* Teacher corrects the grammar, spelling, vocabulary. | T-Ss  Pair work  Ss  Ss-Ss  T-Ss |
| WRAP-UP | To consolidate what students have practised in the lesson. | Teacher asks students to talk about what they have practised in the lesson. | T-Ss | 3 mins |
| HOMEWORK | To prepare for the next lesson. | - Prepare for Unit 10 – Lesson 1: Getting started.  - Do Test yourself 3 in the workbook. | T-Ss | 1 min |