**Period : 23 REVIEW 1**

# Lesson 1: Language

**I. OBJECTIVES:**

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 1-2-3.

**1. Knowledge:**

**\* Vocabulary**: Review vocabulary, Pronunciation in Units 1-3

**\* Grammar:** Grammar in Units 1 - 3

**2. Attitude:** To teach Ss life skills and love their school, friends,…

**3. Competences:** Ss can join teamwork or social activities**;** Talking about activities friends often do together.

**II. TEACHING AIDS:**

- Grade 6 textbook, Review (language)

- Projector/ pictures and cards

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III. PROCEDURES:

| **1.Warm-up (5’)**  **\* Aim**: To revise the language that students have learnt in Units 1+2+3.  \* **Content: *Memory game:*** *finish chart* which summarizes the language that students have learnt in Units 1, 2, 3  **\* Products:** Students’ correct answer key on the board.  **\* Organization of implementation:** | | | |
| --- | --- | --- | --- |
| **Teacher’s and Ss’ activities** | | | **Content** |
| \* **Warm up (Team work)**  **- T -Ss**   * Teacher draws/sticks an unfinished chart which summarizes the language that students have learnt in Units 1, 2, 3 on the board. * Teacher divides the class into 2 teams and asks students to run in a relay to complete the chart: * The team with the most correct answers will be the winner. | | | ***\**  Game:**  ***Memory game***    *\** ***Suggested answer:*** |
| **\* Practice (35’)**  **PRONUNCIATION** | | | |
| **Task 1**  **\* Aim:** To help students review the pronunciation of the sounds learnt in Units 1-2-3: /ɑ:/ and /ʌ/; /s/ and /z/ correctly.  \* **Content:** Choose the word whose underlined part is pronounced diﬀerently  **\* Products:** Students say the correct answer key.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | **Content** | | |
| - **T –Ss :**   * Teacher elicits the rules of pronouncing final -*s* if needed. * Students do this exercise individually then share their answers with their partners.   - Teacher gives feedback and confirms the answers | **Task 1: Choose the word whose underlined part is pronounced diﬀerently.**  .  ***\* Answer key:***  1. C  2. A  3. B  4. A  5. B | | |
| **Task 2**: **(5’)** | | | |
| **\* Aims:** To help students review the pronunciation of the sounds /b/ and /p/ in words.  \* **Content:** Write the names of school things and furniture in the house which begin with /b/ and /p/.  **\* Products:**  The correct words on the board  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | | **Content** | |
| - **T –Ss ; Ss – Ss**   * Teacher organizes this task as a game. * Students do this task in pairs. The pair that finds the most words will go to the board and write their answers. * Other pairs may want to add more words. Write other words on the board.   - Teacher gives feedback and confirms the answers. | | **Task 2: Write the names of school things and furniture in the house which begin with /b/ and /p/.**  ***\* Suggested answers:***   | **/b/** | | --- | | book, bag, bed… | | **/p/** | | pen, pencil, picture, poste… | | |
| **Task 3.**  **VOCABULARY**  **\* Aims:** To help students review the word groups used with “play, have, do” and “study”.  \* **Content:** Complete the words.  **\* Products:** The correct words on the board (individual work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | | **Content** | |
| **Task 3: T - Ss, Ss – Ss**   * 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 confirms the correct ones. | | **Task 3: Complete the words.**  ***\* Answer key:***  1. English 2. homework  3. lunch 4. sports  5. badminton  🡪 play: sports, badminton  🡪 have: lunch  🡪 do: homework  🡪 study: English | |
| **Task 4.**  **\* Aims:** To help students review the personality adjectives, the words related to body parts, rooms and types of house.  \* **Content:** Solve the crossword puzzle.  \* **Products:** Say the correct answer aloud. (team work)  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | | **Content** | |
| **Task 4: T - Ss, Ss – Ss**   * Teacher sticks the crossword puzzle on the board. * Teacher divides the class into 2 teams and asks students to run in a relay to complete the crossword puzzle. * The team with the most correct answers will be the winner. | | **Task 4: Solve the crossword puzzle.**  ***\* Answer key:*** | |
| **Task 5**  **\* GRAMMAR**  **\* Aims:** To help students review grammar elements taught in Units 1-2-3: prepositions of place, possessive case and present continuous.  \* **Content: :** Look at the picture of a classroom. Choose the best answer A, B, or C.  \* **Products:** Students’ correct choice.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | | **Content** | |
| **Task 5: T - Ss, Ss – Ss**   * Teacher has students look at the picture of a classroom and complete the sentences. * Students compare their answers with a classmate. * Teacher checks and confirms the correct answers. | | **Task 5: Look at the picture of a classroom. Choose the best answer A, B, or C.**    ***\* Answer key:***  1. B 2. A 3. A 4. B 5. C | |
| **Task 6:**  **\* Aims:** To help Ss review the use of the present simple and the present continuous.  \* **Content: :** Complete the sentences with the present simple or the present continuous form of the verbs in brackets.  \* **Products:** Write the answers correctly on the board./ say the answers aloud  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | | **Content** | |
| **Task 6: T - Ss, Ss – Ss**  - Teacher elicits form and usage of the present simple and the present continuous.   * Teacher asks students to do the exercise individually before calling one or two students to write their answers on the board. * Teacher checks students’ answers and asks them for explanation if necessary | | **Task 6: Complete the sentences with the present simple or the present continuous form of the verbs in brackets.**  ***Answer key:***  1. is / ’s raining  2. do you have  3. Is she studying  4. likes  5. is not / isn’t cooking;  is reading | |
| **\* Consolidation (3’)**  \* **Aim:** To consolidate what students have learnt in the lesson.  \* **Content:** summarize the content of the lesson.  **\* Products:** A student says the lesson’s content aloud.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | | **Content** | |
| * Teacher asks students to talk about what they have learnt in the lesson. | | - vocabulary and grammar in the lesson | |
| **\* Homework (2’)**  **Aim:** To revise the knowledge that students have gained in the lesson and To prepare for the next lesson  \* **Content:** Review the lesson and prepare for the next lesson and do exercise in the workbook  **\* Products:** Students’ textbook and workbook.  **\* Organization of implementation:** | | | |
| **Teacher’s and Ss’ activities** | | **Content** | |
| * Teacher asks students to revise old lesson and to do exercise in workbook.   - Teacher asks students to complete the project and prepare the new lesson. | | * Do exercise in workbook.   - Prepare for the next lesson: Review (SKILLS). | |