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| **School: Tran Phu high school** | **Week:10**  **Date:4/11/24** |  |  |
| **Class: 12a6** | **Period:26** |  |  |

**REVIEW 1**

**Review 1.1: Listening, Reading, & Vocabulary (Pages 37 & 38)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

*-* improve listening and reading for gist and specific information.

- practice test-taking skills.

- consolidate and practice vocabulary presented in units 1-3.

**1.2. Competences**

- improve Ss’ communication, collaboration, analytical, and critical thinking skills.

**1.3. Attributes**

- nurture Ss’ patience and attention to detail for consistent practice and repetition to reinforce learning and build fluency.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, DCR– Phần mềm tương tác trực quan, DHA – Ứng dụng trò chơi tương tác, projector / interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Listen and choose the correct answer (A, B, or C)  - Read and choose the best one (A-H) to fill in the blanks (1-5)  - Match the words with the descriptions.  - Fill in the blanks using the words in the box. | **-** Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers. | - Observation and feedback.  - Observation and feedback.  - Observation and feedback.  - Observation and feedback. |

**4. Procedures**

**A. Warm-up: 5 minutes**

a. Objectives: To review vocabulary from unit 1 to unit 3.

b. Content: Competition Time: Word Voyage

c. Expected outcomes: Ss can list as many words related to topics in units 1-3 as possible.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **COMPETITION TIME: Word Voyage**  - Divide the class into groups of 5. Each group selects a captain.  - Instruct the game:  + Each round, a topic is chosen from the list provided: feelings, idioms, travel safety tips, jobs, skills for different jobs, etc.  + The captain of each team takes turns saying a word related to the chosen topic. For example, if the topic is ‘feelings’, the captain might start with ‘happy’. The next team captain must say ‘tired’.  + The game continues with each team taking turns until one team cannot think of a word within 10 seconds.  + Each correct word earns a point for the team. The team with the most points at the end of the game wins.  - Nominate the winner. | - Form groups of 5.  - Select the captain.  - Play the game.  - Count the points and congratulate the winner. |

**B. New Lesson (35’)**

**1. Listening (15’)**

a. Objectives: To improve listening for the specific information.

b. Content: Listen twice and choose the correct answer.

c. Expected outcomes: Ss can listen and choose the correct answer.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Pre-Listening: Vocabulary Review**  - Divide the class into 5 teams. Ss name their teams like Tiger, Lion, Batman, etc.  - Instruct the game rules:  + Have Ss look at each picture and say their team name quickly to have the right to answer. If the answer is wrong, other teams say their name before answering.  + The game continues with other pictures.  + Each correct answer earns a point for the team. The team with the most points at the end of the game wins.  - Nominate the winner. | - Form 5 teams and name each team.  - Listen to the instructions.  - Play the game.  ***Suggested answers:*** |
| **While-listening: Listen to each conversation twice and choose the correct answer (A, B, or C).**  - Before listening, have Ss read the questions and look at the pictures to choose the correct answer.  - Play the audio. Have Ss listen and choose the answer.  - Check the answers as a whole class. | - Listen to the instructions.  - Listen to the audio and choose the answer.  ***Answer Keys***  *1. A 2. B 3. A 4. C 5. B* |
| **Post-listening: in pairs, talk about your feelings using idioms such as ‘a fish out of water’, ‘have butterflies in one’s stomach’, ‘be on cloud nine’, etc.**  - Have Ss work in pairs.  - Make a short conversation talking about their feelings using idioms.  - Check around the class and support Ss if necessary.  - Invite some pairs to perform in front of the class. | - Work in pairs and have a short conversation.  - Perform in front of the class.  ***Sample conversations:***        ***Students’ answers.*** |

**2. Reading (15’)**

a. Objectives: To improve reading for the specific information.

b. Content: Read and fill in the blanks.

c. Expected outcomes: Ss can read for the specific information.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Pre-reading:**  - Have Ss read the *instructions carefully and underline the key information.*  - Provide Ss with test-taking skills for the reading section.  *1. Read the title or heading first to guess what the text is about. The first sentence of the passage often provides the main topic.*  *2. Read the entire passage to understand the main ideas and get a sense of where specific types of information might fit best.*  *3. Identify keywords and themes in the sentences surrounding each blank. These can give clues about what kind of information is missing.*  *4. Pay attention to pronouns and conjunctions to look for logical flow.*  *5. Read through all the options and eliminate wrong answers.* | - Read the instructions and underline the key information.  - Listen to the test-taking skills and take notes. |
| **While-reading:**  - Have Ss read the title and first sentence to get the main topic.  - Elicit Ss’ answer.  - Have Ss read the text to find the main ideas.  - Elicit Ss’ answers.  - Have Ss identify keywords and themes in the sentences surrounding each blank.  - Have Ss read through all options to choose the correct answers.  - Have Ss highlight conjunctions and pronouns to look for logical flow.  - Check around the class.  - Check the answers as a whole class. | - Read the title and first sentence to get the main topic.  - Read the text to find the main ideas.  - Identify keywords and themes in the sentences surrounding each blank.  - Read through all options to choose the correct answers.  ***Answer Keys:***  *1. C 2. G 3.D 4.A 5. F* |
| **Post-reading:**  - Have Ss read the completed passage again.  - Have one student read one paragraph aloud. | - Read the completed passage again aloud. |

**3. Vocabulary (5’)**

a. Objectives: To review vocabulary from unit 1 to unit 3

b. Content: Task a and b

c. Expected outcomes: Ss can use vocabulary in the context.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **a. Match the words with the descriptions. There are two extra words which you do not need to use.**  - Have Ss read the words and the descriptions.  - Have Ss match the words with the descriptions.  - Have Ss check their answers with their partner.  - Check the answers as a whole class. | - Read and match the words with the descriptions.  - Check the answers with their partner.  ***Answer Keys:***  *1. operate*  *2. complimentary*  *3. discreet* |
| **b. Fill in the blanks using the words in the box. There are two extra words which you do not need to use.**  - Have Ss read the words and the sentences.  - Have Ss fill in the blanks.  - Have Ss check their answers with their partner.  - Invite Ss to give the answers and read the sentences aloud. | - Read and fill in the blanks.  - Check the answers with their partner.  - Give the answers and read the sentences aloud.  ***Answer Keys:***  *1. spot*  *2. confident*  *3. pick up* |

**C. Consolidation and homework assignments (5’)**

* Review and use Vocabulary to make sentences.
* Do the exercises on page 62 - WB
* Prepare for the next lesson (Grammar, Pronunciation, Speaking & Writing on page 38 - SB)
* Play the consolidation games on [www.eduhome.com.vn](http://www.eduhome.com.vn/)

**5. Reflection**

a. What I liked most about this lesson today:

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b. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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