

\*Date of teaching: 12/3/2025

\*Week: 26

\*Period: 76

## Lesson 1: REVIEW 3 – LANGUAGE (Unit 7-8-9)

Timing: 1 period (45 minutes)

### I. Objectives

#### 1. Knowledge:

By the end of this review, students will have revised the language they have learnt and the skills they have practiced in Units 7-8-9.

#### 2. Competence:

Students will be able to do exercises about pronunciation, vocabulary and grammar they have learnt from units 7-8-9.

#### 3. Attitude:

Students will be able to use vocabularies and grammars what they have learnt to complete the exercises effectively and correctly.

### II. Teaching aids (& materials)

Student book TA 7, ppt file, pictures.

### III. Procedure

#### Activity 1: Warm-up (5 minutes)

<b>Goal</b>	The activity aims at helping Ss review the sounds they have learnt in Units 7-8-9.
<b>Input</b>	“Brainstorming” about: <b>The sounds you learnt they have learnt in Units 7-8-9</b>
<b>Outcome</b>	<b>Answer key:</b> /ɑɪ/ and / eɪ /; /ɪə/ and /æ/
<b>Procedure</b>	- T asks each student to pick out one paper and write down “The sounds you learnt they have learnt in Units 7-8-9”. - T asks Ss to work individually. - T asks Ss to show your answers. - T feedbacks. - Clapping hands to congratulation the winner (if possible). - T asks whole class listen and repeat the sounds.

- **Pronunciation:**

#### Activity 2: Choose the word in which the underlined part is pronounced differently. (4 minutes)

<b>Goal</b>	The activity aims at reviewing the pronunciation of the sounds learnt in Units 7-9: /ɑɪ/ and / eɪ /; /ɪə/ and /æ/ correctly.
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<b>Input</b>	<p><b>1 a</b> Choose the word in which the underlined part is pronounced differently.</p> <p>1. A. <u>care</u>ful B. pa<u>tie</u>nt C. pa<u>ra</u>de  2. A. to<u>ni</u>ght B. t<u>i</u>me C. fa<u>vo</u>ur<u>i</u>te  3. A. <u>fe</u>ature B. <u>cl</u>ear C. <u>ap</u>pear</p>
<b>Outcome</b>	<p><b>Expected answers:</b>  1. A 2. C 3. A</p>
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- Ask Ss do this exercise individually then share their answers with their partners.</li> <li>- Ask Ss write the correct answers on the board.</li> <li>- T gives feedback.</li> </ul>

**Activity 3: Choose the word which has a different stress pattern from that of the others.**  
(Ex 1b, p. 102) (3 minutes)

<b>Goal</b>	The activity aims at helping Ss review the stress pattern of words.
<b>Input</b>	<p><b>b</b> Choose the word which has a different stress pattern from that of the others.</p> <p>4. A. helmet B. transport C. believe  5. A. enjoy B. boring C. arrive</p>
<b>Outcome</b>	<p><b>Answer key:</b>  4. C 5. B</p>
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- T asks Ss to work in pairs. The pair that finds the most words will go to the board and write their answers. Other pairs may add more words. Write other words on the board.</li> <li>- T asks students to give clues for their answers.</li> <li>- T gives feedback.</li> </ul>

• **Vocabulary:**

**Activity 4: Write the phrases from the box under the road signs: (10 minutes)**

<b>Goal</b>	The activity aims at helping Ss know traffic signs and how to use words/phrases showing their meanings.
<b>Input</b>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Walking only      Road work  School ahead      No left turn  Turn right ahead</p>  <p>1. _____ 2. _____ 3. _____  4. _____ 5. _____</p> </div>

<b>Outcome</b>	<b>Answer key:</b> 1. No left turn 2. Walking only 3. Turn right ahead 4. Road work 5. School ahead
<b>Procedure</b>	- T asks Ss do this individually and then shares their answers with their partners. - T calls on one or two Ss to write their answers on the board. - Check and confirm the correct ones.

**Activity 5: Fill in each blank with a suitable word from the box. (7 minutes)**

<b>Goal</b>	The activity aims at helping T test students' ability to choose the correct word to be used in a certain context.
<b>Input</b>	<b>shocking          feast          Easter</b> <b>fantasy          violent</b> 1. A _____ is a special meal with very good food. 2. This documentary has some _____ facts about a poor country. I was sad when I watched it last night. 3. Many children like _____ because they can paint and search for chocolate eggs. 4. In a _____, you can see fairies, dragons, ghosts, and other unreal characters. 5. You shouldn't watch this film because it's _____. There are many fighting scenes.
<b>Outcome</b>	<b>Answers:</b> 1. feast 2. shocking 3. Easter 4. fantasy 5. violent
<b>Procedure</b>	- T asks Ss to work in pairs. The pair that finds the most words will go to the board and write their answers. Other pairs may add more words. Write other words on the board. - T asks students to give clues for their answers. - T gives feedback.

• **Grammar:**

**Activity 6: Which of the underlined parts in each question is incorrect? Find and correct it. (6 minutes)**

<b>Goal</b>	The activity aims at helping Ss review grammar elements taught in the three units: It indicating distance, should/shouldn't, connectors: although/though, however and Yes/No questions.
<b>Input</b>	1. Did you <u>walk</u> to <u>the</u> supermarket? Yes, I <u>do</u> .



	<p>2. How far is it from Ha Noi to Hai Phong?</p> <p>3. Although he was tired, he still performed the lion dance. / He still performed the lion dance although he was tired.</p> <p>4. We / You / They shouldn't walk here because this lane is for cycling only.</p> <p>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.</p>
<b>Procedure</b>	<p>- T asks Ss to do the exercise individually and then calls one or two Ss to write their answers on the board.</p> <p>- T checks Ss' answers. Ask them for explanation if necessary.</p>

**Wrap-up: (5minutes)**

- Ask Ss to say aloud some vocabularies what they remember from unit 7 to unit 9.
- Ask one or two Ss to say aloud form and usage of the past simple and imperatives and say aloud question words, conjunctions, possessive adjectives, possessive pronouns.
- Prepare REVIEW 3 - SKILLS

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## Lesson 2: REVIEW 3 – SKILLS (Unit 7-8-9)

Timing: 1 period (45 minutes)

### I. Objectives

#### 3. Knowledge:

By the end of this review, students will be able to revise the skills they have practiced in Units 7-8-9.

#### 4. Competence:

Students will be able to do tasks including reading, speaking, listening and writing tasks related to units 7-8-9.

#### 3. Attitude:

Students will be able to use scanning, skimming in reading, interviewing in speaking, comprehensive listening and skills to write a paragraph to complete the tasks effectively and correctly.

### II. Teaching aids (& materials)

Student book TA 7, ppt file, pictures.

### III. Procedure

#### Activity 1: Warm-up (5 minutes)

<b>Goal</b>	The activity aims at helping Ss review interest and lead them into the lesson.
<b>Input</b>	<b>Chatting:</b> 1. Do you like festivals? 2. Which festivals have you ever attended?
<b>Outcome</b>	<b>Expected answer:</b> Yes, we do.... Mid-Autumn Festival, La Tomanita...
<b>Procedure</b>	- Teacher asks the questions - Ss answers - T links to Activity 2.

#### Activity 2: Read the passage. Match the headings in the box with the paragraphs. (Ex 1, p. 103) (5 minutes)

<b>Goal</b>	The activity aims at helping Ss practise reading for general information.
<b>Input</b>	A. Food after the festival B. General information about the festival C. Activities at the festival

	<p>1. _____ La Tomatina is an unusual festival. It's a fun fight with tomatoes. People hold it in Buñol, Spain on the last Wednesday of every August.</p> <p>2. _____ In the town square, there is a high pole with a ham on top of it. People climb the pole and get the ham. At 11 a.m., a jet of water shoots from the water cannons, and people start throwing tomatoes. People throw bags of tomatoes at the crowd. They then throw tomatoes at one another. After one hour, there is another jet of water, and people stop throwing. The whole square now is red with rivers of tomato juice.</p> <p>3. _____ After the fight, many people go to restaurants to try paella. It is a traditional Spanish rice dish. It has rice, chicken, seafood, and herbs.</p>
<b>Outcome</b>	<b>Answer Key:</b> 1. B 2. C 3.A
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- T runs through.</li> <li>- If they don't, ask if they can make a guess.</li> <li>- T asks Ss read the passages individually and do the matching.</li> <li>- Tasks Ss to underline 2 – 3 key words for their quick answers.</li> <li>- Ss compare with their partners.</li> <li>- T checks Ss' answers as a class.</li> </ul>

**Activity 3: Read the passage again and answer the questions. (Ex 2, p. 103). (8 minutes)**

<b>Goal</b>	The activity aims at helping Ss practise reading for specific information
<b>Input</b>	<ol style="list-style-type: none"> <li>1. When and where do people hold La Tomatina?</li> <li>2. What is on the top of the pole?</li> <li>3. What signals the start and end of the festival?</li> <li>4. How long is the fight?</li> <li>5. What is paella?</li> </ol>
<b>Outcome</b>	<b>Answer key:</b> <ol style="list-style-type: none"> <li>1. People hold it in Buñol, Spain on the last Wednesday of every August.</li> <li>2. There is a ham.</li> <li>3. A jet of water from the water cannons.</li> <li>4. It's one hour.</li> <li>5. It's a traditional Spanish rice dish.</li> </ol>
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- T asks Ss to read the questions and the passages again carefully for details for their answers individually.</li> <li>- T asks Ss to swap their answers with their partners and show where they find the information for their answers.</li> <li>- T checks Ss' answers as a class.</li> </ul>

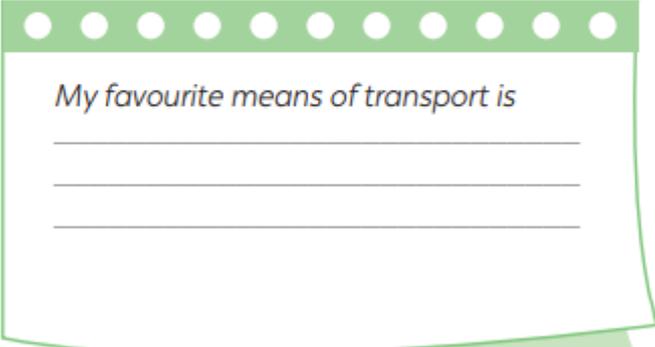
**Activity 4: Interview your group members. Take notes of their answers and report to the class. (10 minutes)**

<b>Goal</b>	The activity aims at helping Ss practise asking about traffic.			
<b>Input</b>	<b>Questions</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>
	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?			
<b>Outcome</b>	<b>Answer key:</b> Groups' own answers			
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- T asks Ss to take turns to ask the questions and take notes of their partners' answers in groups.</li> <li>- T goes round and offers help if needed.</li> <li>- T calls some groups to report the results to the class.</li> <li>- T gives feedback.</li> </ul>			

**Activity 5: Listen to Trang talking about watching films with her family. Fill in each blank with ONE word. (7 minutes)**

<b>Goal</b>	The activity aims at helping Ss practise listening for specific information (gap-filling).
<b>Input</b>	<ol style="list-style-type: none"> <li>1. Trang's family mostly watches films at _____.</li> <li>2. Watching films together improves their _____.</li> <li>3. They can spend quality _____ together.</li> <li>4. After watching a film, they talk about its _____ and what they like about the film.</li> <li>5. Watching films in English is good for her _____ skills.</li> </ol>
<b>Outcome</b>	<b>Answers:</b> 1. home 2. relationship 3. time 4. lessons 5. language
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- T runs through.</li> <li>- T asks Ss to read the questions and determine what information is needed for the answers.</li> <li>- T plays the recording as many times as needed and asks Ss some time to write the answers individually.</li> <li>- T asks some Ss to go the board and write their answers.</li> <li>- T checks Ss' answers as a class.</li> <li>- T plays the recording again and pause when the answers appear and gives feedback.</li> </ul>

**Activity 6: Write a paragraph of about 70 words about your favourite means of transport. You may use the following questions as cues. (5 minutes)**

<b>Goal</b>	The activity aims at helping Ss write a paragraph describing their favourite means of transport, based on the information provided.
<b>Input</b>	<p><b>You can start with:</b></p> <ol style="list-style-type: none"> <li>1. What is your favourite means of transport?</li> <li>2. Why is it your favourite means of transport?</li> </ol>  <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Format of a paragraph:</b></p> <ol style="list-style-type: none"> <li>1. Topic sentence</li> <li>2. Supporting sentences</li> <li>3. Concluding sentence</li> </ol> </div>
<b>Outcome</b>	<p><b>Key:</b></p> <p>A completed paragraph.</p>
<b>Procedure</b>	<ul style="list-style-type: none"> <li>- T asks Ss to read the information in the table carefully and identify what tense to be used for their writing.</li> <li>- T reminds the format of a paragraph.</li> <li>- T asks Ss to write, go round and offer help if needed. Ss might want to change some details from the table or the order that the information appears.</li> <li>- T encourages them to do so.</li> <li>- T calls on one or two volunteers to read aloud their answers.</li> <li>- T calls for other students' comments. Then, T gives feedback.</li> <li>- T collects some writings to correct at home.</li> </ul>

**Wrap-up: (5minutes)**

- Ask Ss to talk about what they have practice in the lesson.
- Prepare UNIT 10 – Getting Started.

**\*EVALUATION:**

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**DUYỆT CỦA TỔ TRƯỞNG**

**NGƯỜI SOẠN**

Phạm Thị Tuyết Hoa

Nguyễn Thanh Huy