**WEEK 17**

**Preparing: 05/ 12/ 2018**

**Teaching: / 12/ 2018**

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| **Review 2: UNIT 4 – 5 – 6**  ***Lesson 1 - LANGUAGE*** |

**I. OBJECTIVES:**

* This unit reviews the language and skills Ss have learnt in Units 4, 5, and 6. Help Ss to  
  recall the language and encourage them to contribute as much as possible.

**II . PREPARATION:** sub -board, pictures, cassette

**III. PROCEDURES:**

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| **Teacher’s and students’ activities** | **Content** |
| **Pronunciation**  **Activity 1:**  Review the rules of stress on auxiliaries, articles, and prepositions with Ss as a class. Have Ss then circle the stress independently. Play the recording. Ss listen and check their answers. Confirm their answers. Ss listen again and repeat, in chorus and individually.  1. - Which hotel are you staying at?  - The Grand Hotel. It’s by the sea.  - Isn’t it the one you stayed in last year?  - Yes, it is.  2. - I can’t fid my key. Do you happen to see it anywhere?  - It’s on the coffe table.  - There’s nothing on the coffe table.  - Really? I did see it there when I was tidying up the room this morning.  3. - You have to help me with this assignment.  - I won’t.  - Please!  - Are you going to rely on others all your life?  4. - Have you seen *The Tomb Raider*?  - No, I haven’t. But I’ve seen *The Smiths*.  - Is that the fim you often talk about?  - Yes, it is. Look. This is the trailer for it.  Note: This exercise focuses on stressed auxiliaries, articles, and prepositions only.    **Vocabulary**  **Activity 2:**  Make sure Ss understand the meanings of the phrases in the box. Then have them complete the exercise individually.  **Activity 3:**  Ask Ss to read the sentences and decide what kind of word is needed for each sentence (a noun? a verb? an adjective?...). Elicit their answers. Let Ss do the exercise independently. Ss can then share their answers with a partner. Check and write the answers on the board.  **Grammar**  **Activity 4:**  This exercise revises the use of impersonal passive, *suggest*, adjectives + *to*-infinitive/*that* + clauses. Have a brief revision with Ss if necessary. Then have Ss do the exercise individually. Ss exchange their answers and discuss if there is any difference in their answers. Check and explain each answer.  **Activity 5:**  Have Ss read the situations and decide which type of wish is used in each sentence. Elicit their answers. Then let Ss do this exercise independently, and share their answers with the class. T checks.  **Everyday English**  **Activity 6:**  Have Ss read the phrases and sentences carefully before they do this exercise in pairs. Correct their answers and ask some pairs to act out the dialogues. | *:* 1. d 2. a  3. g 4. f  5. c 6. h  7. e 8. b  1. extended 2. obey  3. solution 4. preserve 5. religious 6. recognised  7. contribution 8. illiterate  1. B  2. D  3. B  4. C  5. D  6. C  1. I wish I was now participating in an international summer camp in Brazil. 2. I wish we still had traditional markets. 3. I wish I could visit Nha Trang. 4. I wish I had time to learn ceramic painting. 5. I wish I was not at home writing an essay./ I wish I was playing with my friends.  1. C  2. A  3. D  4. B |

**IV-** **HOMEWORK:**

-Practice reading the dialogue.

-Write new words then learn them by heart.

-Copy the exercise into notebooks.

-Prepare **Review 2 ( Skills )**

Period: 42 Week: 14

Teaching date: 22/11/2016 Class: 9/1, 9/2

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| **Review 2: UNIT 4 – 5 – 6**  ***Lesson 2 - SKILLS*** |

**I. OBJECTIVES:**

* This unit reviews the language and skills Ss have learnt in Units 4, 5, and 6. Help Ss to  
  recall the language and encourage them to contribute as much as possible.

**II . PREPARATION:** sub -board, pictures, cassette

**III. PROCEDURES:**

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| --- | --- |
| **Teacher’s and students’ activities** | **Content** |
| **Reading**  **Activity 1:**  Ss read the text and answer the questions independently. They can then compare their answers with a partner. Check and have Ss explain where in the text they found the information for the answers.  **Speaking**  **Activity 2:**  This is an open speaking exercise. Allow Ss some time to read the ideas and form their own opinion. Ss can work in groups. Have some Ss/groups present their own opinions in front of the class.  **Listening**  **Activity 3:**  Ask Ss to carefully read the questions first. T then plays the recording. Ss listen and decide if the statements are true or false. Write Ss’ answers on the board. Don’t confirm their answers at this stage. Have them listen again and check their own answers. Then correct them.  **Writing**  **Activity 4:**  Have Ss read the notes of a traditional home first. They can then arrange their ideas and start writing. T may call on a volunteer to write on the board. Other Ss and T comment on it. Ss then refer back to their own writings and see if they want to make any changes. Collect some work to correct at home. | 1. A  2. D  3. D  4. B  5. C  1. F  2. T  3. F  4. T  5. T  6. F  *Audio script:*  Moc Chau has recently become a popular tourist attraction that draws travellers throughout the year. People are attracted to this lovely town to admire its endless hills. The picturesque scenery here is unlike anything else in Viet Nam. Many places remain untouched by people. Apart from its fabulous scenery, Moc Chau is also famous for its local dishes, which are new to outsiders. People usually try them out of curiosity and end up falling in love with their amazing taste. Another attraction of this small town is its honest and friendly people. Visiting small villages in Moc Chau, tourists are welcomed into the locals’ homes and treated with homemade corn wine. The warm and open hospitality of the people here has made it a delightful experience for domestic as well as international visitors. Located only 187 kilometres from Ha Noi, Moc Chau can easily be reached by both private and public transport. |

**IV-** **HOMEWORK:**

-Write new words then learn them by heart.

-Copy the exercise into notebooks.

-Prepare **Revision for the TEST**

**Feed back**:

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