



# MAJOR SCIENCE



## TEACHER'S GUIDE



### REVIEW 4

#### OBJECTIVES

**Knowledge:** Students will be able to

- Review the vocabulary and grammar of units 10, 11 and 12.
- Be confident to do exercises using the vocabulary and grammar in Units 10, 11 and 12.

**Vocabulary:** Units 10, 11 and 12.

**Listening:** Listen and answer the questions.

**Reading and writing:** Unscramble the words to make a complete sentence.

**Speaking:** Talk about food chain, human nutrient and preventing food poisoning.

#### MATERIALS

Textbook, teacher's guide, lesson plan, flashcards.

#### WARMER

**Hangman game:** Teacher gives students hint about how many letters in the words. Then let students guess the one missing letter for each time. The teacher can use the words that students have learned from the previous lessons (*vitamins, proteins, fats, consumers, producer*).

#### LEAD IN

- Ask the class to close their books and review the lessons.
- Show flashcards of the recycled vocabulary.
- Read and have students repeat as a class, in teams, and as an individual.
- Introduce the lesson: "So today we are going to review the previous lesson."

#### MAIN CONTENT

##### 1. Match the words to the description

- Ask students to read aloud the phrases in the books.
- Guide the activity for students to follow.
- Let students do the activity.
- Check the answers.
- Invite some students to read aloud the sentences.
- Check students' pronunciation and answers.
- Give feedback.

**Fast finishers:** The teacher asks these students to give an example for each word or phrase (*Give an example for "producer" or "consumer" in a food chain given*).

#### Answer

- |               |   |
|---------------|---|
| 1. food chain | It makes its own food.                        |
| 2. producer   | It eats plants and other animals.             |
| 3. consumer   | It shows how each living thing gets its food. |

### REVIEW 4

**1. Match the words to the descriptions.**

1. food chain	It makes its own food.
2. producer	It eats plants and other animals.
3. consumer	It shows how each living thing gets its food.

**2. Rearrange the words or phrases to make meaningful sentences.**

1. give / main / of / Carbohydrates / source / our / bodies / the / energy.

2. are / to / and / build / Proteins / repair / used / muscles.

3. and / the / body / minerals / grow / and / Vitamins / fight / diseases / help / against

4. such / provide / and / and / help / absorb / the / body / vitamins / energy / as / A, D, E and K. / Fats / store

**3. Look at the food chain and fill in the blanks. Then say.**

The grass makes its (1) \_\_\_\_\_. The goat (2) \_\_\_\_\_ the grass. The (3) \_\_\_\_\_ eats the goat. The (4) \_\_\_\_\_ eats the wolf.

In the food chain, the grass is a producer because it can make its own food.

##### 2. Rearrange the words or phrases to make meaningful sentences.

- Give students time to look at the words and phrases in each sentence.
- Instruct the activity for students.
- Let students do the activity.
- Check the answers by inviting some students to read aloud the sentence.
- Check students' answers and pronunciation.

#### Mixed ability

For stronger students, the teacher can ask students some extra questions about the topic "Food", give some examples for "proteins" "vitamins".

For weaker students, the teacher can give hints for some first phrases and then lead students to continue the sentences.

#### Answer

1. Carbohydrates give our bodies the main source of energy.
2. Proteins are used to repair and build muscles.
3. Vitamins and minerals help the body grow and fight against diseases.
4. Fats provide and store energy and help the body absorb vitamins such as A, D, E and K.



### 3. Look at the food chain and fill in the blanks. Then say.

- Point at the picture and ask students some relevant questions.
- Activate students' prior knowledge about the food chain.
- Instruct the activity for students to follow.
- Invite some students to read their sentences.
- Check students' answers and pronunciation.
- Give feedback and confirm the answers if necessary.

### Extra activity

The teacher asks students to make another food chain.

### Answer

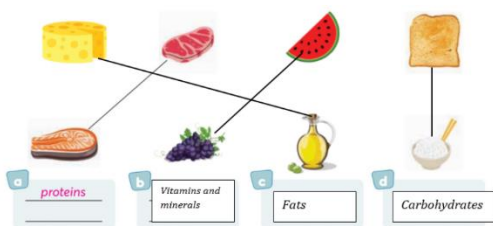
1. own foods 2. eats 3. wolf 4. tiger

### 4. Match the pictures that have the same food group and write the food group's name. Then say.

- Point at the foods and ask students about the foods in the pictures.
- Check their answers.
- Guide the activity for students.
- Let students do the activity.
- Check students' answers and pronunciation.

**Fast finishers:** The teacher asks students to give more food to each nutrient group.

### Answer



### 5. Look at the pictures. Then write the missing words.

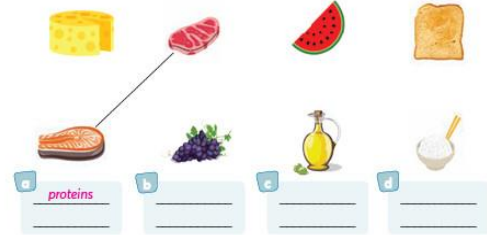
- Give students time to look at the pictures and phrases.
- Invite some students to read aloud the sentences.
- Instruct the activity for students.
- Let students do the activity.
- Check students' answers.
- Praise students who have got many correct answers.

### Answer

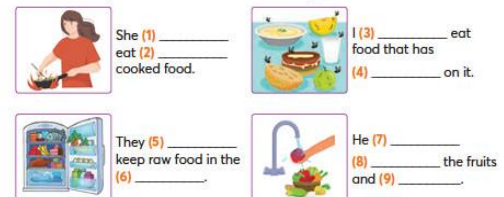
1. should 2. the 3. shouldn't  
4. flies 5. should 6. fridge  
7. should 8. wash 9. foods

### 4. Match the pictures that have the same food group and write the food group's name. Then say.

Meat and fish are high in protein.  
They help us build and repair muscles.



### 5. Look at the pictures. Then write the missing words.



### 6. Work in pairs. Look at the pictures. Tell the story.



**Extra activity:** The teacher asks students about these given pictures.

### Suggested questions:

"What are the foods in the fridge?"

"What should we do before we eat the fruits?"

"Do you often cook?"

"What food do you cook?"

### 6. Work in pairs. Look at the pictures. Tell the story.

- Give students time to look at the pictures.
- Ask students some relevant questions in the pictures.
- Monitor the activity. Support students who have difficulty working in pairs.
- Invite some pairs to the board and act out the story.
- Check students' answers and pronunciation.
- Confirm if students have made wrong details.

### Extra activity

The teacher asks students to work in pairs talking about the problems they have had recently when eating unhealthy/poisonous food.

### Suggested answer

There are some flies flying on the food. The boy does not care, and he eats the food immediately. Then he has a stomachache. The doctor helps him by giving him medicine, she says that "You should not eat foods with flies on it." He feels better after that.