Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period……**

**UNIT 2: SCHOOL**

**Lesson 4 - REVIEW (Page 88)**

**I. OBJECTIVES**

By the end of the lesson, Ss will be able to…

**1. Knowledge**

- review school subjects and school activities.

- review famous books.

- review the use of English: connectors (and, or), preposition, possessive pronouns, like + V-ing and pronunciation.

**2. Ability**

- improve the listening, reading, speaking and writing skills.

**3. Quality**

**-** have positive attitude in English language learning so that they actively participate in all classroom activities.

- review the previous lessons and be well-prepared for any assessment.

**II. TEACHING AIDS AND LEARNING MATERIALS**

Lesson plan, PPT slides, student’s book, workbook, notebook, personal computer (if any), projector/TV, speakers, DCR &DHA on EDUHOME, handouts…

**III. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** Introduce the new lesson and set the scene for Ss to review the target language; get students' attention at the beginning of the class by means of enjoyable and short activities as well as to engage them in the steps that follow.

**b) Content:** Revision of learnt vocabulary

**c) Product:** Ss are ready for the new lesson

**d) Competence**: Collaboration, critical thinking

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| - Give greetings  - Check attendance   * **Option 1: Network of words**   - Write the key word **“subjects**” and ask Ss to give subject names as many as possible  - Lead to the new lesson   * **Option 2: Leave Me Out**   - Give 5-7 words with an unnecessary letter in each word.  - Have Ss leave the unnecessary letter out to make a right English word  *1. literrature*  *2. fantasty*  *3. authour*  *4. cluby*  *5. histoory*  *6. drasma*  - Give feedback   Lead to the new lesson | -Greet T  - Give answers  **Possible answers**  Subjects: *Math, Physics, Chemistry, Literature, History, Geography, Civic Education, P.E, Technology, Music, English …*  - Look and give answers  **Answer Keys** |

**B. New lesson (35’)**

* **Activities 1: Listening (10’)**

**a) Objective:** Ss improve their listening skill.

**b) Content:**

**-** Listening and choosing the correct answers

**c) Products:** Ss listen for details and get familiar with the listening test format

**d) Competence**: Collaboration, analytical and synthesizing skills.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **You will hear 5 short conversations (twice for each one). Answer each question of the conversation by choosing the correct answer (A, B or C)**  - Have Ss read the questions and study the pictures  - Demonstrate the activity by using the example  - Play the audio (CD 2 – Track 64)  - Have Ss give answers  - Check answers as a whole class | - Read in silence  - Listen and then give answers  - Check and correct mistakes  **Answer keys**  1.B 2.A 3.A 4.B 5.A |

* **Activity 2: Reading (7’)**

**a) Objective:** Ss can improve reading skill

**b) Content:**  Reading a text and choosing the correct answer

**c) Products:** Ss read for comprehension and get familiar with the reading test format

**d) Competence**: Collaboration, analytical and synthesizing skills.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **Read the text. Choose the correct answer (A, B or C)**   * **Option 1:**   - Demonstrate the activity by using the example  - Have Ss read the text and choose the correct answer  - Call Ss to give answers, explain  - Give feedback and evaluation   * **Option 2:**   - Demonstrate the activity by using the example  - Have Ss study the questions first, try to find the key words that help them find the answer quicky and correctly  - Have Ss read the text and choose the correct answer  - Call Ss to give answers, explain  - Give feedback and evaluation | - Observe and listen  - Work individually  - Give answers  **Answer keys**  1.A 2.B 3.B 4.C  - Listen  - Read  - Work in pairs  - Give answers |

* **Activity 3: Vocabulary (9’)**

**a) Objective:** Ss can review vocabulary about school subjects, school activities and books.

**b) Content:**  Filling in the blanks with the words from the box.

**c) Products:** Ss can use these vocabularies in speaking and writing as well as other skills.

**d) Competence**: Collaboration, analytical skills

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **Fill in the blanks with the words from the box**  - Have Ss look at the vocabulary box, focus on the part of speech of each word  - Ask Ss to work in pairs to fill in the blanks  - Have Ss give answers, explain for their choice  - Check answers as a whole class | - Look  - Work in pairs  - Give answers  - Listen, correct mistakes  **Answer keys**  1. history 2. fantasy 3. arts and crafts  4. novel 5. sign up 6. literature  7. geography 8. drama club |

* **Activity 4: Grammar (5’)**

**a) Objective:** Ss can review the use of English: connectors (and, or), preposition, possessive pronouns, like + V-ing

**b) Content:**  Circling the correct words

**c) Products:** Ss use the grammar point learnt actively and correctly.

**d) Competence**: Collaboration, communication, analytical skill

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **Circle the correct words**  - Ask Ss to work individually to circle the correct answer  - Have Ss work in pairs to check each other’s work  - Call Ss to give answers, explain for their choice  - Check answers as a whole class | - Work individually  - Work in pairs  - Give answers  - Listen, correct mistakes  **Answer keys**  1. and 2. Mine 3. playing  4. by 5. is 6. dancing  7. yours 8. drawing |

* **Activity 5: Pronunciation (5’)**

**a) Objective:** Ss can review the word stress.

**b) Content:**  Circling the word that has different stress from the rest.

**c) Products:** Ss can stress the words correctly when using it in speaking.

**d) Competence**: Collaboration, communication, analytical skill

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **Circle the word that differs from the other three in the position of primary stress in each of the following questions**  - Remind Ss some basic rules of putting stress on words with 2 or 3 syllables  - Ask Ss to work individually  - Have Ss work in pairs to check each other’s work  - Call Ss to give answers, pronounce the words again  - Give feedback, correct Ss’ pronunciation if necessary | - Listen  - Work individually  - Work in pairs  - Give answers  - Listen, correct mistakes  **Answer keys**  1. A 2. D 3. D  4. D 5. B |

**C. Consolidation (3’)**

**\* Grammar of Unit 2**: Connectors (and, or), preposition, possessive pronouns, like + V-ing

**\* Vocabulary of Unit 2**: Vocabulary about school subjects, school activities and books

**D. Homework (2’)**

- Review vocabulary, grammar of unit 2

- Do exercises in Workbook: Review of Unit 2 (page 63)

- Prepare: Unit 3 – Vocabulary and Listening (page 22 – SB)