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| **Date of planning**:…………..**Date of teaching:** ………..… **WEEK: …** |  **Peroid 102 : REVIEW 4 (UNIT 10-11-12)****Lesson 1: LANGUAGE / Pronunciation- Vocabulary-Grammar** |

**I. OBJECTIVES: By the end of this lesson, students will be able to gain the following things :**

**1. Knowledge:**

- To revise the language and skills they have learnt in Unit **10-11-12.**

a) Vocabulary: Ss revise words and phrases about types of houses and appliances in the house;

Things that can be recycled. reused, and recycled

b) Grammar : - Review : Future simple; Might for future possibility; Articles, first conditional; Superlative adjectives/ short adjectives;

c) Writing :

- Writing a paragraph about a dream house

- Writing a paragraph about ideas for a green club.

- Writing a paragraph about a robot you would like to have.

d) Speaking: Expressing surprise; giving warnings; Expressing agreement and disagreement

**2. Competence:** Students will be able to revised the language they have learnt and the skills they have practised in Units 10, 11, 12 . They have learnt so far in terms of language and skills . Practising doing exercises.

**3. Quality/ behavior :** Having the serious attitude toward studying and the protection the environment; … SS are hard- working ; cooperative; sociable; good communication.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Work Arrangements: T\_Ss , group works; individual ……

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION (5’)** |
| **Aims: Introduction**- By the end of this review, students will have revised the language they have learnt and the skills they have practised in Units 10, 11, 12- Ask Ss what they have learnt in terms of language and skills. Summarise their answers in notes and write them In a top corner of the board. Briefly revise some important / difficult items before starting with the review.**\* Content:** Review the previous lesson .Teacher **(T)** asks Ss some questions about last lesson.**\* Output:** Having a chance to speak English and focus on the topic of the lesson..**\* Organisation :** Teacher’s instructions… |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting** **+ Revise the last lessons**- Teacher **(T)** asks Ss some questions about them and class. - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting****+ Do the revision.****- T\_ Ss**- Students **(Ss)** listen and learn how to do.- Open their book and write . |
| **2. PRESENTATION/ NEW LESSON (25’)** |
| **PRACTICE EXERCISES****A. LANGUAGE:** * **Pronunciation**

ACTIVITY 1: **Aim: To help Ss review the stress pattern in two-syllable words learnt in Unit 10.****\* Content:** Circle the word with the different stress patern. Listen , check, repeat ….**\* Output:** Ss listen and circle the words correctly. Repeat the sentences, paying attention to the tone, the bold syllables.**\* Organisation :** Teacher’s instructions… |
|  **Teacher’s & Student’s activities** | **Content** |
| **1.** **Circle the word with the different stress pattern. Listen, check and repeat the words.** Ask Ss to do this exercise individually, and then share their answers with a partner before listening to the recording to check the answers. Write the correct answers on the board. Play the recording again for Ss to repeat the words.- Check Ss' answers as a class.- Check and confirm the correct answers**b.** **Listen and repeat the sentences, paying attention to the bold syllables and tone in each sentence.** **Aim: To help Ss review the rhythm in sentences and the tones in statements learnt in Units 11 and 12.**- Play the recording and askSs to repeat In chorus.Tell them to pay attention to the bold syllables and tone of the sentences. Then call on some Ss to read out the three sentences in front of the whole class. Invite comments from other Ss. | **1.** **Circle the word with the different stress pattern. Listen, check and repeat the words.** **- T\_ Ss**- Answer the teacher’s questions and enquirements.**\* Key :**  **1.** C **2**. B **3**. A **4**. C **5**. A Audio script**1**. A. picture B. village C. reuse**2**. A. robot B. exam C. rubbish**3**. A. control B. water C. paper**4.** A. mountain B. housework C. reduce**5.** A. repair B. bottle C. doctor**b.** **Listen and repeat the sentences, paying attention to the bold syllables and tone in each sentence.** **Audio script:****1**. My **ro**bot **helped** me rep**air** the **bro**ken **cook**er.**2**. It is **bet**ter to re**use** these **shop**ping **bags.****3.** My **fu**ture **house** will **have solar en**ergy. |
| ACTIVITY 2: **Vocabulary****Aim: To give Ss more practice on how to use some verbs they have learnt in Units 10 - 12.****\* Content:** Complete the sentences . Give the correct form of verbs.**\* Output:** Ss practice giving the correct form of the verbs. *recycle; receive; I’m surfing; reduce***\* Organisation :** Teacher’s instructions… |
| **2.** **Complete each sentence with the correct form of the verbs from the box.** - Ask Ss to do this exercise individually and then share their answers with a partner. - T may ask a student to write his / her answers on the board. - Check the answers with the whole class.- Check Ss' answers as a class.- Observe and help when and where necessary, and correct Ss'pronunciation and intonation. | **2.** **Complete each sentence with the correct form of the verbs from the box.** **- Ss work individually.** - Do the tasks- Share the answers.**\* Key:****1**. recycle **2**. receives **3**. surfing **4**. reduce **5**. reuse |
| ACTIVITY 3 : **Aim: To help Ss distinguish between some pairs of words, and know how to use them correctly in context.****\* Content:** Choose the correct answer between two words.**\* Output:** Distinguish between some pairs of words, and know how to use them correctly.**\* Organisation :** Teacher’s instructions… |
| **3.** **Choose the correct words.** - After Ss do this exercise individually, quickly check Ss' answers. T may have to explain to Ss how to use these pairs of words in sentences if necessary.- Check Ss' answers as a class.- Check and confirm the correct answers. | **3.** **Choose the correct words.** - Listen to the instructions clearly.**- Do this exercise individually**- Copy **\*Key:****1.** feelings **2**. guard **3**. make **4.** do |
| **3. PRACTICE EXERCISES (12’)** |
| ACTIVITY 4: **Grammar**This is a revision of grammar pointd taught in the three units: **Aim: To help Ss review the form and use of comparative and superlative adjectives.** **\* Content:** Complete the sentences using comparative or superlative forms of adjectives.**\* Output:** Ss Revise the form and use of comparative and superlative adjectives; Ss can complete the sentences correctl : taller; faster…**\* Organisation :** Teacher’s instructions… |
| **Teacher’s & Student’s activities** | **Content** |
| **4.** **Complete the sentences using the comparative or superlative form of adjectives in brackets.** - Elicit the form and use of comparative and superlative adjectives.- T may call a student to do the exercise on the board while other Ss also do It. - Check Ss' answers. Ask them for explanations if necessary.- Check and confirm the correct answers. | **4.** **Complete the sentences using the comparative or superlative form of adjectives in brackets.** - T\_ Ss- Listen to the teacher’s instructions carefully. - Do the tasks . - Give the answers**Key** : **1.** closest **2**. taller **3**. oldest **4**. faster **5.** greatest |
| ACTIVITY 5 :**Aim: To help Ss review the use of the articles a / an and the.****\* Content:** Revision the articles. Complete the sentences .**\* Output:** Ss can do exercises correctly using a/an and the.**\* Organisation :** Teacher’s instructions… |
| **5.** **Write a/ an or the** - Elicit the use of a / an and the. Ask Ss to do this exercise individually and then share their answers with a partner. - T may ask a student to write his / her answers on the board. - Check the answers with the whole class.- Check their answers as a class. For the wrong one(s), explain why it is / they are incorrect.- Check Ss'answers. Ask them for explanation if necessary. | **5.** **Write a/ an or the** - T\_ Ss- Listen to the teacher’s instructions carefully. - Do the tasks . Prepare the at home beforehand.- Give the answers**\*Key:** **1**. a **2**. the **3**. an **4**. The **5**. The – the |
| ACTIVITY 6**Aim : To help Ss review the use of might, and the use of the simple present and simple future in context.****\* Content:** Review some grammar points .Choose the correct options to complete the sentences .**\* Output:** Ss can do the exercises correctly.If – Clause; might; will+ V; ….**\* Organisation :** Teacher’s instructions… |
| **6.** **Choose the correct option in brackets to complete each sentence.** - Elicit the form and use of might. Ask Ss to tell you the differences between the use of will and might. - T may call a student to do the exercise on the board while other Ss also do this. - Check Ss' answers. Ask them for explanation if necessary. | **6.** **Choose the correct option in brackets to complete each sentence.** - T\_ Ss**-** Do the tasks**Key** : **1**. protect **2**. might **3**. might **4**. have **5**. will |
| **4. WRAP-UP & HOME WORK (2’)**\* Summarise the main points. - Ask Ss what they have learnt so far. Have them recall the important elements:**\* HOME WORK**- Read again the conversation - Do more exercises in workbook.- Make more sentences using adverbs of frequency. |

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