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| **School: ………………………………………..** | **Date: ………………………………..** |
| **Class: …………………………….....................** | **Period: ………………………..........** |

**UNIT 6: EDUCATION**

**Lesson 4 – Review (pages 100, 101)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- review words about feelings and school tasks *(disappointed, excited, delighted, annoyed, surprised, test, presentation, book report, project, homework, fail, pass, …)* and talk about them.

- review grammar: “however” and “although” to show contrast, “because” to show causes /reasons, and intensifiers “so”, “really”.

- review: talk about school life.

- pronoun the ending sounds correctly: “ed” endings.

- put stress on nouns and adjectives with two and three syllables.

**1.2. Competences**

- improve speaking, listening, reading and writing skills.

- improve the use of English.

**1.3. Attributes**

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

- review the old lesson and have good preparation for any test.

**II. TEACHING AIDS AND LEARNING MATERIALS**

**1. Teacher’s aids:** Student book and Teacher’s book, class CDs, Digital Book (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác), projector/interactive whiteboard / TV (if any), PowerPoint slides, handouts.

**2. Students’ aids:** Student’s book, workbook, notebook.

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - **Listening:** You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B or C). | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| **- Reading**: Read the article about Anna's school year. Choose the correct answer (A, B, or C). | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - **Vocabulary:** Circle the correct words. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - **Grammar:** Underline the mistakes and write the correct answers on the lines. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| **-Pronunciation**: Circle the word that has the underlined part pronounced differently from the others.  + Circle the word that differs from the other three in the position of primary stress in each of the following questions. | - Ss’ answers/ presentation. | - T’s observation, T’s feedback/Peers’ feedback. |

**IV. PROCEDURES**

**A. Warm up: (5’)**

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

**b) Content:** Review vocabulary about school subjects / names of some countries Vietnamese students often apply for higher education.

**c) Expected outcomes:** Ss are ready for the new lesson.

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1: Review: School subjects**   - Have Ss look at the pictures and give names of school subjects.  - Call Ss to give answers, then pronounce the words and give meaning.  - Correct Ss’ pronunciation if necessary.  - Lead to the new lesson.  **\*Illustration:**     * **Option 2: Review: Ideal countries for studying abroad.**   - Have Ss look at the flags and give names of some countries that Vietnamese students often choose for their studying.  - Call Ss to give answers, then pronounce the words and give meaning.  - Correct Ss’ pronunciation if necessary.  - Lead to the new lesson.  **\*Illustration:** | - Look at the pictures and give names of school subjects.  - Give answers, pronounce the words.    - Listen.  **Answer keys**  *1. Biology*  *2. Geography*  *3. History*  *4. Math*  *5. Physical Education*  *6. Music*  - Look at the pictures and give names of the countries.  - Give answers, pronounce the words.    - Listen  **Answer keys**  *1. The USA*  *2. Spain*  *3. Australia*  *4. Germany*  *5. France*  *6. The UK* |

**B. New lesson (35’)**

* **Activity 1: Listening (7’)**

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

**b) Content:**

**-** You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B or C).

**c) Expected outcomes:** Ss listen in details and get familiar with the listening test format.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B or C).**  - Have Ss read through the listening part.  - Demonstrate the activity by using the example.  - Play the audio (CD 2 – Track 40). Have Ss listen and choose the correct answer.  - Have Ss check answers with pairs, then read answers  - Check answers as a whole class using DCR. | - Read in silence.  - Listen and read answers.  **Answer keys** |

* **Activity 2: Reading (7’)**

**a) Objective:** Students can improve their reading skill.

**b) Content:**

- Read the article about Anna's school year. Choose the correct answer (A, B, or C).

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

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Read the article about Anna's school year. Choose the correct answer (A, B, or C).**  - Demonstrate the activity on DCR by using the example.  - Have Ss look and read, then choose the correct answer, underline the supporting ideas for their answers.  - Call Ss to give answers, explain.  - Give feedback and evaluation. | - Observe and listen.  - Work individually.  - Give answers, explain.  **Answer keys** |

* **Activity 3: Vocabulary (7’)**

**a) Objective:** Ss can review vocabulary about feelings and school tasks.

**b) Content:**  Circle the correct words.

**c) Expected outcomes:** Ss produce the new language successfully, and they can use these words in speaking and writing.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Circle the correct words.**  - Have Ss read the sentences.  - Ask Ss to work in pairs to circle the correct words.  - Have Ss give answers, tell the meaning of the words /phrase again.  - Check answers as a whole class using DCR. | - Read the sentences.  - Work in pairs to match.  - Give answers.  **Answer keys** |

* **Activity 4: Grammar (10’)**

**a) Objective:** Ss can review the use of English: *“however” and “although” to show contrast, “because” to show causes /reasons, and intensifiers “so”, “really*”.

**b) Content:**

- Underline the mistakes and write the correct answers on the lines.

**c) Expected outcomes:** Ss produce the new language successfully, and they can use the grammar points in speaking and writing.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Underline the mistakes and write the correct answers on the lines.**  - Ask Ss to work individually to underline the mistakes and write the correct answers on the lines.  - 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 using DCR. | - Work individually.  - Work in pairs.  - Give answers.  **Answer keys** |

* **Activity 5: Pronunciation (4’)**

**a) Objective:** Ss can review the stress of nouns and adjectives with 2 and 3 syllables, last consonant of “ed” endings.

**b) Content:**

**-** Circle the word that has the underlined part pronounces differently from the others.

- Circle the word that differs from the other three in the position of primary stress in each of the following questions.

**c) Expected outcomes:** Ss produce the new language successfully.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Circle the word that has the underlined part pronounced differently from the others.**  - Have Ss distinguish 3 ways to pronoun “ed” endings (review).  - Ask Ss to work individually to circle the answer  - 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.  **Task b. 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 nouns and adjectives 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. | - Review.  - Work individually.  - Work in pairs.  - Give answers.  **Answer keys**    - Listen.  - Work individually.  - Work in pairs.  - Give answers.  **Answer keys** |

**C. Consolidation and homework assignments (5’)**

**\* Consolidation:**

**\* Grammar of Unit 6**: *“however” and “although” to show contrast, “because” to show causes /reasons, and intensifiers “so”, “really*”.

**\* Vocabulary of Unit 6**: Words about feelings and school tasks *(disappointed, excited, delighted, annoyed, surprised, test, presentation, book report, project, homework, fail, pass, …).*

**\* Homework:**

- Review vocabulary, grammar of unit 6.

- Do the exercises in WB: Review of Unit 6 (page 67).

- Prepare: Unit 7 – New words and Listening (page 52 – SB).

**D. Reflection**

a. What I liked most about this lesson today:

…………………………………………………………………………………………

1. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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