Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 8: THE WORLD AROUND US**

**Lesson 3 – REVIEW (Page 100)**

**I. OBJECTIVES**

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

**1. Knowledge**

- talk about what to bring on a trip

- discuss plans for a trip

- give advice about visiting natural wonders

- review/ consolidate vocabulary/ grammar/ pronunciation they have learnt

**2. Ability**

- improve listening, reading skills and language focus

- develop the ability to communicate and cooperate with their partners, to self - study, to solve problems and other skills

**3. Quality:**

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

**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, CD player, handouts…

**III. PROCEDURES**

**A. Warm up (5’)**

**a) Objective:** The objective of this activity is to help Ss relax

**b) Content:** Chatting

**c) Product:** Students can know more about some natural wonders of Vietnam.

**d) Competence**: Observation

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| - Play a video about natural wonders of Vietnam. | - Watching the landscapes.... |

**B. New lesson (35’)**

* **Activities 1: Listening (9’)**

**a) Objective:** To help students listen for specific information.

**b) Content:** Listening and matching

**c) Products:** Students will understand some information about a camping trip, listen for details

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **a. You will hear some information about a camping trip. What will each person bring? For each question, write a letter (A - H) next to each person. You will hear the conversation twice.**  *\* Pre - listening:*  - Introduce the topic and explain the listening task.  - Have Ss apply the elimination process for this type of exercise, warn them that there are some extra options  *\* While- listening:*  *- Play the audio* CD2 - 70 twice.  - Play the audio again  - Give feedback and correct if necessary.  \* *Post - listening*: (for better students)  - Have Ss share what they will bring on a camping trip | - Read the instruction, underline the key words      - Listen to the audio twice.  - Share the answers with their partners (in pairs)  - Give the answer.  \* Answer keys:  1. E 2. F 3. B 4. G 5. H    - Work in groups of 3 or 4, then present to the class |

* **Activity 2: Reading (9’)**

**a) Objective:** to read about the movie review

**b) Content:** Choosing the correct answer

**c) Products:** Students can improve reading comprehension.

**d) Competence**: analytical and synthesizing skills, communication, collaboration

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| **a. Look and read. Choose the correct answer A, B, or C.**  ***\* Pre - reading:***  - Have Ss explore the task (read the instruction, headings, pictures, questions…)  \* ***While - reading***.  - Have Ss read the text and choose the correct answers.  - Give feedback and correct  \* ***Post - reading***  - Encourage Ss to retell the information on each sign if there is time. | - Explore the task  - Read the information individually and choose ...  - Share the answers with the partners (in pairs or in groups of 3 - 4)  - Answer the questions.  \* Answers: 1. B 2. B 3. C 4. A  -Take turns talking about what each sign is saying |

* **Activity 3: Vocabulary (7’)**

**a) Objective:** To review/ remember words they have learnt.

**b) Content:** Filling in the blanks

**c) Products:** Students review and use words relating to outdoor activities correctly

**d) Competence**: Collaboration, critical thinking (guessing & reasoning)

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| 1. **Fill in the blanks with words from the unit. The first letter is already there.**   **-** Have Ss go through all the vocabulary items in the unit (glossary page 131)  - Have them study the task and make sure they know what they are going to do  - Have them do the task  - Give feedback and correct. | - Review all the vocabulary learnt within the unit  - Read the sentences carefully and think of the word with the letter given individually.  - Read the sentences and fill in the blanks.  - Give answers and read out the sentences loudly.  1. hiking 2. bottled water 3. island  4. kayaking 5. batteries 6. forest 7. sleeping bag |

* **Activity 4: Grammar (5’)**

**a) Objective:** To review/ consolidate the use of modals (Should/ can/ need) and conjunction (so)

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

**c) Products:** Students can understand and use the modals and conjunction "so" correctly

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| **a. Underline the mistake in each sentence. Write the correct word on the line.**  - Elicit the grammar notes from Ss.  - Have Ss do the exercise.  - Give feedback, correct if necessary. | - Share notes  - Read the sentences carefully and circle the words.  - Give answers.  Answer keys:  1. should 2. can 3. need 4. so  5. can't 6. so 7. should |

* **Activity 5: Pronunciation (5’)**

**a) Objective:** To know how to pronounce words given correctly.

**b) Content:** Circling the word that has the underlined part pronounced differently from the others.

**c) Products:** Students can pronounce words with the underlined part correctly.

**d) Competence**: Pronunciation, communication

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher's activities** | **Students' activities** |
| **a. Circle the word that has the underlined part pronounced differently from the others**.  - Have Ss study the task.  - Have Ss do the task  - Give feedback and correct | -Study the task  - Do the task as guided individually  - Give the answers.  Answer keys:  1. B 2. C 3. D 4. B 5. D 6. A |

**C. Consolidation**

**-** Vocabulary: about the world around us

- Grammar: modals (should, can), conjunction (so)

- Conversation skill: asking for clarification

- Pronunciation: stress for gerunds, /oυ/ sound

**D. Homework (2’)**

- Assign Ss to do exercises in workbook after class

- Ask them to get ready for the next lesson - Unit 9: Houses in the future.