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

**UNIT 2: HEALTH**

**Lesson 4 – Review (Page 86)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- review phrases about leading a healthy lifestyle (*eat fruits and vegetables, get some sleep, take medicine, take vitamins, keep warm,* …).

- review words about health problems (*have a sore throat, headache, toothache,* …).

- review grammar: Indefinite quantifiers, should, shouldn’t.

- pronoun some sounds correctly: /e/, /a/, /aɪ/, /æ/, / eɪ/.

**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 the midterm 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: Listen to a doctor talking to a group of students about staying healthy. Listen and fill in the blanks.  **-** Reading: Read the article about how to stay healthy. Choose the correct answer (A, B or C).  - Vocabulary: Fill in the blanks with the words from the box.  - Grammar: Unscramble the sentences + Circle the correct words.  -Pronunciation: sound and stress. | **-** Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers/ presentation. | - T’s feedback/Peers’ feedback.  - T’s feedback/Peers’ feedback.  - T’s feedback/Peers’ feedback.  - T’s feedback/Peers’ feedback.  - 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.

**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: Word Dictation**   - Choose 7 words from Vocabulary tasks (pages 12&15), find mp3 sound.  - Play the mp3 sound of each word (or T reads the words out loud), have Ss listen and write the word down on the board.  - Check and correct Ss’ answers.  - Have Ss make sentences with the words they hear.  - Give feedback and evaluation.  à Lead to the new lesson.   * **Option 2: Chatting: How to stay healthy?**   - Ask Ss a question: How do you do to stay healthy?  *-* Have Ss give some solutions / activities to keep them fit and healthy  - Have Ss read their answers.  - Give feedback and evaluation.  àLead to the new lesson. | - Listen and write the words you can hear.  - Make sentences.  **Answer Keys**  *1. healthy*  *2. unhealthy*  *3. vitamin*  *4. sleep*  *5. fever*  *6. rest*  *7. fast food*  - Give answers.    - Listen. |

**B. New lesson (35’)**

* **Activity 1: Listening (7’)**

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

**b) Content:**

**-** Listen to a doctor talking to a group of students about staying healthy. Listen and fill in the blanks.

**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 a doctor talking to a group of students about staying healthy. Listen and fill in the blanks.**  - Use DCR to show the task.  - Have Ss read through the listening part.  - Demonstrate the activity by using the example.  - Play the audio (CD 2 – Track 35).  - Have Ss check answers with pairs and then give answers.  - Check answers as a whole class. | - Read in silence.  - Listen and then give answers.  **Answer keys** |

* **Activity 2: Reading (7’)**

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

**b) Content:**

- Read the article about how to stay healthy and choose the correct answer.

**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 how to stay healthy and choose the correct answer (A, B or C)**  - Use DCR to show the task.  - Demonstrate the activity by using the example.  - Have Ss read the article and 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 health.

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

**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** |
| **Fill in the blanks with the words from the box.**  - Use DCR to show the task.  - Have Ss read the sentences.  - Ask Ss to work in pairs to fill in the blanks with the words from the box.  - Have Ss give answers, tell the meaning of the words /phrase again.  - Check answers as a whole class. | - Read the sentences.  - Work in pairs.  - Give answers.  **Answer keys** |

* **Activity 4: Grammar (10’)**

**a) Objective:** Ss can review the use of English: Indefinite quantifiers, should and shouldn’t.

**b) Content:**

- Circle the correct words.

- Unscramble the sentences.

**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** |
| **Task a. Circle the correct words**  - Use DCR to show the task.  - Have Ss retell the way to use indefinite quantifiers: some, any, much, a lot of, lots of, a little.  - 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.  **Task b. Unscramble the sentences.**  - Use DCR to show the task.  - Have Ss read the sentences and unscramble the words to make a meaningful sentence.  - Ask Ss to work in pairs to check each other’s work.  - Have Ss write answers on the board.  - Check Ss’ answers, give feedback. | - Review old knowledge.  - Work individually.  - Work in pairs.  - Give answers.  **Answer keys**    - Do the task.  - Exchange answers.  - Write answers on the board.  **Answer keys** |

* **Activity 5: Pronunciation (4’)**

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

**b) Content:**

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

- Circle the word that has different stress from the rest.

**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 the sound /e/, /a/, /aɪ/, /æ/ and /eɪ/.  - Use DCR to show the task.  - 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.**  - Use DCR to show the task.  - 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.  **Answer keys**    - Listen.  - Work individually.  - Work in pairs.  - Give answers.  **Answer keys** |

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

**\* Consolidation:**

**\* Grammar of Unit 2**: The indefinite quantifiers and should/shouldn’t.

**\* Vocabulary of Unit 2**: Vocabulary about health problems and phrases about keep fit and stay healthy.

**\* Homework:**

- Review vocabulary, grammar of unit 2.

- Do the exercises in WB: Review of Unit 2 (page 63).

- Prepare: Unit 3 – New words and Reading (page 20 – SB).

**D. Reflection**

a. What I liked most about this lesson today:

…………………………………………………………………………………………

1. What I learned from this lesson today:

…………………………………………………………………………………………

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

…………………………………………………………………………………………