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

**UNIT 1: FREE TIME**

**Lesson 4 – Review (Page 84)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- review words about free time activities (*play badminton, bake cakes, make vlogs, play online games, play volleyball, take photos, build models*).

- review words about places of entertainment (*sports center, ice rink, market, fair, water park).*

- review grammar: prepositions of place, the Present Continuous.

- pronoun some sounds correctly: /ɒ/, /ɪ/, /aɪ/, / 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 any assessment.

**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 John talking to his mom about his friend’s free time activities. Which activity does each person do? For each question, write letter A-H next to each person.  **-** Reading: Read about 3 people and choose the correct answer.  - 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 steps that followed.

**b) Content:** Reviewing 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 4 to 11), 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.  - Give feedback.  à Lead to the new lesson.   * **Option 2: Game: LEAVE ME OUT**   - Give Ss some words with wrong spelling (There is 1 extra letter in each word).  *-* Have Ss find the extra letter to leave it out to make a right English word.  - Have Ss read their answers.  - Give feedback.  àLead to the new lesson. | - Listen and write the words you can hear.  **Answer Keys**  *1. badminton*  *2. online*  *3. volleyball*  *4. photo*  *5. model*  *6. bake*  *7. basketball*  - Take part in the class activity.    - Give answers.  **Answers keys** |

**B. New lesson (35’)**

* **Activity 1: Listening (7’)**

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

**b) Content:**

**-** Listening and writing letter A-H next to each person.

**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 John talking to his mom about his friends’ free time activities. Which activity does each person do? For each question, write a letter (A-H) next to each person.**  - 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 34).  - 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:**

- Reading a text 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 about three people. 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 text about three people and choose the correct answer.  - 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 places of entertainment.

**b) Content:**  Filling 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 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: The Present Continuous and prepositions of place.

**b) Content:**

- Unscrambling the sentences.

- Circling the correct words (using the map).

**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. 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.  **Task b. Look at the map and circle the correct words.**  - Use DCR to show the task.  - 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. | - Do the task.  - Exchange answers.  - Write answers on the board.  **Answer keys**    - Work individually.  - Work in pairs.  - Give answers.  **Answer keys** |

* **Activity 5: Pronunciation (4’)**

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

**b) Content:**

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

- Circling 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.**  - Use DCR to show the task.  - Have Ss distinguish the sound /i/ and / ai/, /ɒ/ and /eɪ/.  - 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 1**: The Present Continuous and prepositions of place.

**\* Vocabulary of Unit 1**: Vocabulary about free time activities and places of entertainment.

**\* Homework:**

- Review vocabulary, grammar of unit 1.

- Do the exercises in WB: Review of Unit 1 (page 62).

- Prepare: Unit 2 – New words and Reading (page 12 – 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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