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

**UNIT 3: PROTECTING THE ENVIRONMENT**

**Lesson 4.2 – Review (Page 91)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- review vocabulary about protecting the environment (*clean up, electricity, health, land, waste, reduce, save, recycle, wildlife, diseases,* …).

- review grammar: First conditional sentences, compound and complex sentences.

- pronoun /*t*/ sounds correctly and second-syllable word stress.

**1.2. Competences**

- improve communication, collaboration, analytical and critical thinking skills.

**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 next unit.

**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** |
| - Vocabulary: Read the clues and complete the crossword puzzle.- Grammar:  \* Write First Conditional sentences using the prompts. \* Combine two sentences into one using *and* or *so (that)*. Add a comma when necessary.-Pronunciation: sound and stress.- Writing: Write about how we should help the environment, and why | **-** Ss’ answers.- Ss’ answers.- Ss’ answers.- Ss’ answers/ presentation.- Ss’ answers. | - T’s feedback/Peers’ feedback.- T’s feedback/Peers’ feedback.- T’s feedback/Peers’ feedback. - T’s feedback/Peers’ feedback.- T’s feedback/Peers’ feedback. |

**IV. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** Review the lesson and set the scene for Ss to recap previous knowledge; 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, grammar, pronunciation and writing.

**c) Expected outcomes:** Ss are ready for the revision of unit 3.

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1: Hot seat**

- Choose 8 words from Vocabulary tasks: *clean up, electricity, health, land, waste, reduce, save, recycle, wildlife, diseases*.- Divide class into 2 group. - Have s sit on the chair, the others read the word and try to describe so that their partner can figure out the word and say aloud.- Check and correct Ss’ answers.- Have Ss make sentences with the words they say.- Give feedback and evaluation. Lead to the new lesson.* **Option 2: Sound - choice game**

- Play audio of some word of voiced and unvoiced /t/ sound.- Have ss stand up for voiced /t/ sound and sit down for unvoiced /t/ sound. - Give feedback and evaluation.\* **Suggested words**: time, listen, rest, guitar, castle, night, doctor, whistle, often (can be pronounced in 2 ways with /t/ or /silent t/Lead to the new lesson. | - Listen and say the words you can hear.- Make sentences.- Listen and do action (stand up or sit down)- Listen to teacher’s explanation about “often”. |

**B. New lesson (35’)**

* **Activity 1: Vocabulary (5’)**

**a) Objective:** Help Ss review vocabulary they have learnt.

**b) Content:**

**-** Read the clues and complete the crossword puzzle.

**c) Expected outcomes:** Ss can recall all previous vocabulary they have learnt and write the words correctly. They are able to get familiar with the test format.

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Read the clues and complete the crossword puzzle.**- Use DCR to show the task.- Have Ss read the clues and write the correct word in pairs.- Have Ss check answers with pairs and then give answers.- Check answers as a whole class. | - Do the crossword.- Give answers.**Answer keys** |

* **Activity 2: Grammar (10’)**

**a) Objective:** Students can use First Conditional sentences in speaking and writing skills.

**b) Content:**

- Write First Conditional sentences using the prompts.

- Combine two sentences into one using *and* or *so (that).*

**c) Expected outcomes:** Ss are able to use First Conditional sentences with *if* or *unless* correctly and get familiar with the test format.

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Write First Conditional sentences using the prompts** - Use DCR to show the task.- Demonstrate the activity by using the example.- Have Ss read and write the sentences.- Call Ss to give answers, explain.- Give feedback and evaluation.**Task b: Combine two sentences into one using *and* or *so (that).* Add a comma when necessary.**- Use DCR to show the task.- Demonstrate the activity by using the example.- Have Ss read and write the sentences.- Call Ss to give answers, explain.- Give feedback and evaluation. | - Observe and listen.- Work individually.- Give answers.**Answer keys** - Observe and listen.- Work individually.- Give answers.**Answer keys** |

* **Activity 3: Pronunciation (7’)**

**a) Objective:** Ss can review the /t/ sounds and word stress.

**b) Content:**

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

**c) Expected outcomes:** Ss distinguish the word stress correctly.

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **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.- 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. | - Work individually.- Work in pairs- Give answers.**Answer keys** |

* **Activity 4: Writing (12’)**

**a) Objective:** Ss can write a passage about how to help the environment and why.

**b) Content:**

- Write about how and why we should help the environment.

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

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Write about how we should help the environment, and why.**- Have ss brainstorm the ideas with helping the environment. They can get the ideas from task **a** and **b** in grammar task.- Instruct them to write the layout of passage: main idea, supported ideas.- Give feedback, correct Ss’ mistakes.- Use the feedback form to give evaluation. Focus on: + the format, the structures.  + the understandability. + the coherence and cohesion. | - Work individually.- Work individually.- Give answers. |

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

**\* Consolidation:**

**\* Vocabulary of Unit 3**: Vocabulary about protecting environment.

**\* Grammar of Unit 3**: the First Conditional sentences, compound and complex sentences.

**\* Homework:**

- Review vocabulary, grammar of unit 3.

- Do the exercises in WB: Review of Unit 3 – part 2 (page 52).

- Prepare: Unit 4 (page 34 – SB).

**V. 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:

…………………………………………………………………………………………