Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 4: FESTIVALS and FREE TIME**

**Lesson 4 - REVIEW (Page 92)**

**I. OBJECTIVES**

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

**1. Knowledge**

- review free time activities.

- review making plans and giving opinions.

- review traditional festivals in Vietnam and around the world.

**2. Ability**

- improve the listening, reading, speaking and writing skills.

**3. Quality**

-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**

Lesson plan, PPT slides, student’s book, workbook, notebook, personal computer (if any), projector/TV, speakers, DCR & DHA on Eduhome, handouts…

**III. PROCEDURES**

**A. Warm up: (5’)**

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

**b) Content:** Vocabulary revision.

**c) Product:** Being ready for the new lesson.

**d) Competence**: collaboration, communication, critical thinking.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| - Give greetings - Check attendance* **Option 1: MATCHING**

- Show on the screen or give out handouts- Have Ss match festivals with the place where these festivals take place- Have Ss give answers Lead to the new lesson.* **Option 2: LETTER LINGO**

- Show on the screen a secret word-containing 8 letters, from 1-8- Have Ss choose number and answer the questions (pictures), the first letter of the answer will be the letter in the secret word.- Have Ss guess the secret word through the letters in the answers- The first student to give the right secret word will be the winner- Give a small gift to the winner Lead to the new lesson | -Greet T**-** Match- Look and give answers**Answer keys**- Look - Choose number and answer**Answer Keys*****Secret word: FESTIVAL****1. fireworks  F**2. egg  E* *3. sugar  S**4. tug of war  T**5. ice-cream  I**6. van  V**7. apple  A**8. lips  L* |

**B. New lesson (36’)**

* **Activities 1: Listening (10’)**

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

**b) Content:** listening and filling in the blanks.

**c) Products:** Ss listen for details and get familiar with the listening test format.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **You will hear two friends talking about festivals twice. Listen and fill in the blanks**- Have Ss read the table, guess answers- Demonstrate the activity by using the example- Play the audio (CD 2 – Track 66)- Have Ss check answers with pairs and then give answers- Check answers as a whole class | - Read in silence- Listen and then give answers- Check and correct mistakes**Answer keys**1. dresses 2. flowers 3. fun 4. music 5. talent  |

* **Activity 2: Reading (7’)**

**a) Objective:** Ss can improve reading skill

**b) Content:**  reading messages, advertisements and choosing the correct answer.

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

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **Look and read. Choose the correct answer (A, B or C)** - Demonstrate the activity by using the example- Have Ss read the message, advertisements and choose the correct answer- Call Ss to give answers, explain- Give feedback  | - Observe and listen- Work individually- Give answers**Answer keys**1.C 2.A 3. B |

* **Activity 3: Vocabulary (9’)**

**a) Objective:** Ss can review vocabulary about festival activities.

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

**c) Products:** Ss can use these vocabularies in producing the language for communication.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **Fill in the blanks with the words from the box**- Have Ss read the sentences- Ask Ss to work in pairs to write- Have Ss give answers- Check answers as a whole class | - Look- Work in pairs- Give answers- Listen, correct mistakes **Answer keys***1. rarely**2. get lucky money* *3. talent show**4. always**5. food stands**6. fireworks**7. never**8. eat traditional foods*  |

* **Activity 4: Grammar (5’)**

**a) Objective:** Ss can review the use of English: The Present Simple tense for future use, How-questions, adverbs of frequency.

**b) Content:**  Writing sentences using the words given.

**c) Products:** Ss can review and apply the grammar points learnt to producing the language successfully.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **Write sentences, using the words given**- Ask Ss to work individually to write full sentences- Have Ss work in pairs to check each other’s work- Call Ss to write answers on the boards- Check answers as a whole class | - Work individually- Work in pairs- Write answers- Listen, correct mistakes **Answer keys***1. We decorate our houses for Halloween.* *2. John sometimes plays video games with his friends after school.* *3. The fashion show starts at 8 p.m.**4. How do people prepare for Christmas?* *5. How often do you go shopping?* *6. The bus leaves at 10 a.m.*  |

* **Activity 5: Pronunciation (5’)**

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

**b) Content:**  circling the word that has the underlined part pronounces differently from the others and circling the word that has different stress from the rest.

**c) Products:** Ss can review the sound and word stress and use them correctly in communication.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **Circle the word that has the underlined part pronounced differently from the others.**- Have Ss distinguish the sound / ӕ/ - / eɪ/; / əʊ/ -/ aʊ/, and “s” endings- 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**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 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- Listen, correct mistakes **Answer keys**1. D 2. A 3. B- Listen- Work individually- Work in pairs- Give answers- Listen, correct mistakes **Answer keys**4. C 5. D 6. As |

**C. Consolidation (2’)**

**\* Grammar of Unit 4**: *The Present Simple tense for future use, How-questions, adverbs of frequency*

**\* Vocabulary of Unit 4**: *Vocabulary about festivals and festival activities*

**D. Homework (2’)**

- Review vocabulary, grammar of unit 4.

- Do exercises in Workbook: Review of Unit 4 (page 65).

- Prepare: Unit 5 – Vocabulary and Listening (page 38 – SB).