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).