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

**UNIT 5: SCIENCE AND TECHNOLOGY**

**Lesson 4 – Review (page 97)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- review asking and answering about devices and comparing robots.

- review the target language and language skills in unit 5.

Grammar: *Wh-questions* and *Yes/No questions* and comparative adverbs.

Vocabulary: Words of the topic “science and technology” *(tablet, screen, inch, weight, gigabyte, storage, rescue, lift, complete, navigate, recognize, carefully, quietly, safely).*

- practice test-taking skills.

**1.2. Competences**

- improve speaking, listening, reading and writing skills.

- improve the use of English.

**1.3. Attributes**

**-** have a good attitude toward learning English

- become more diligent.

- reread the previous lesson and be well-prepared for tests and the second mid-term examination.

**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** |
| - **Quiz Game**: Review | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - **Vocabulary:** Circle the correct words. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - **Grammar:** Underline the mistakes and write the correct words on the lines. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - **Pronunciation:** Circle the word that differs from the other three in the position of primary stress in each of the following questions. | - Ss’ answers/ presentation. | - T’s observation, T’s feedback/Peers’ feedback. |
| **- Writing:** Describe your phone, laptop, or tablet, and say what it can do. Write 80 to 100 words. | - Ss’ writing. | - 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:** Reviewing vocabulary of the topic “Science and technology.”

**c) Expected outcomes:** Ss are ready for the new lesson.

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Quiz Game**  - Have Ss read the statements and choose the correct answer.          - Call Ss to give answers.  - Check Ss’ answers and give feedback.  - Lead to the new lesson. | - Read the statements and choose the correct answers.  - Give answers.  **Answer keys**  *1. Storage 2. 15.6 inches*  *3. They can recognize it.*  *4. Ziggy drives more safely than Buster.* |

**B. New lesson (35’)**

* **Activity 1: Vocabulary (7’)**

**a) Objective:** Ss can review vocabulary about science and technology.

**b) Content:**  Circle the correct words.

**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** |
| **Circle the correct words.**  - Have Ss read the sentences.  - Ask Ss to work in pairs to circle the correct words.  - Have Ss give answers, tell the meaning of the words /phrases again.  - Check answers as a whole class. | - Read the sentences.  - Work in pairs.  - Give answers.  **Answer keys** |

* **Activity 2: Grammar (10’)**

**a) Objective:** Ss can review *Wh-questions* and *Yes/No questions* and comparative adverbs.

**b) Content:**  Underlining the mistakes and writing the correct answers on the lines.

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

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Underline the mistakes and write the correct words on the lines.**  - Ask Ss to work individually to underline the mistakes and write the correct answers on the lines.  - 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 using DCR. | - Work individually.  - Work in pairs.  - Give answers.  **Answer keys** |

* **Activity 3: Pronunciation (5’)**

**a) Objective:** Ss can review the stress of nouns and adjectives with 2 and 3 syllables and 3 syllable adverbs ending with -ly.

**b) Content:** Circling the word that differs from the other three in the position of primary stress in each of the following questions.

**c) Expected outcomes:** Ss produce the new language successfully.

**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.**  - Remind Ss some word stress rules in English, including two or three 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. | - Review.  - Work individually.  - Work in pairs.  - Give answers.  **Answer keys** |

* **Activity 4: Writing (13’)**

**a) Objective:** Ss can review the structure and language used in a descriptive paragraph.

**b) Content:** Writing about where you think people will and won't live in 100 years, and why.  
Write 80 to 100 words.

**c) Expected outcomes:** Ss produce the new language successfully.

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Describe your phone, laptop, or tablet, and say what it can do. Write 80 to 100 words.**  - Briefly remind Ss of the structures of a descriptive paragraph.  - Ask Ss some questions to remind them of the paragraph structure.  *What do you write in the topic sentence?*  *How do you describe your device?*  *Do you give explanations and examples to describe it?*  *Do you only write about its good features?*  - Have Ss write a paragraph.  - Have Ss look at each other’s work (peer correction).  - Call Ss to read their writing.  - Give feedback to one S’s writing. | - Review.  - Answer the questions.  **Suggested Writing**  *My parents got a new laptop for me for my birthday. It has a big screen, so I can watch movies and TV shows on it. The screen is seventeen inches. My laptop has 256 GB of storage so I can download lots of music and*  *movies. I can also save lots of games and homework. One thing I don't like is the weight. It's a little bit heavy to carry in my backpack with my school books. I really like my laptop.* |

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

**\* Consolidation:**

**- Grammar of Unit 5**: *Wh-questions and Yes/No questions and comparative adverbs.*

**- Vocabulary of Unit 5**: Words of the topic “science and technology” *(tablet, screen, inch, weight, gigabyte, storage, rescue, lift, complete, navigate, recognize, carefully, quietly, safely).*

- Make three sentences to describe your electronic device.

**\* Homework:**

- Review vocabulary, grammar and language skills of unit 5.

- Do the exercises in WB: Unit 5 Review - Part 2 (page 54).

- Prepare: Unit 6 – Vocabulary and Reading (pages 54 & 55 – SB).

**V. Reflection**

a. What I liked most about this lesson today:

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b. 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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