Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period……**

**UNIT 3: FRIENDS**

**Lesson 4 - REVIEW (Page 90)**

**I. OBJECTIVES**

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

**1. Knowledge**

- review people’s appearance and character.

- activities friends do together.

- review the use of English: The Present and Present Continuous.

**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:** Introduce the new lesson and set the scene for Ss to review the target language; 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:** Revision of vocabulary.

**c) Product:** Ss can be ready for the lesson.

**d) Competence**: Collaboration, critical thinking.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| - Give greetings  - Check attendance   * **Option 1: Vocabulary (page 91)**   - Use the vocabulary part (page 91) and pictures for the warm-up activities  - Have Ss close all books.  - Have Ss read the sentences (and the pictures), guess and give answers     Lead to the new lesson.   * **Option 2: Word Dictation**   - Choose 7 words from Vocabulary task (page 91), find mp3 sound  - Play each word, have Ss listen and write the word down on the board  - Check and correct Ss’ answers  - Give feedback   Lead to the new lesson | -Greet T  - Look and give answers  **Answer keys**  *2. mall*  *3. party*  *4. badminton*  *5. blond*  *6. lazy*  *7. glasses*  - Look and give answers  **Answer Keys**  *1. kind*  *2. mall*  *3. party*  *4. badminton*  *5. blond*  *6. lazy*  *7. glasses* |

**B. New lesson (36’)**

* **Activities 1: Listening (10’)**

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

**b) Content:**

**-** Listening and choosing the correct answer

**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 Jenny and Tom talking about their brothers and sisters (twice). Answer each question by choosing the correct answer (A, B or C)**  - Have Ss read the questions, guess answers  - Demonstrate the activity by using the example  - Play the audio (CD 2 – Track 65)  - 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.B 2.C 3.B 4.C 5.A |

* **Activity 2: Reading (7’)**

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

**b) Content:**  Reading a text and choose 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** |
| **Read the text. Choose the best word (A, B or C) for each space**  - Demonstrate the activity by using the example  - Have Ss read the text and choose the correct answer  - Call Ss to give answers, explain  - Give feedback and evaluation | - Observe and listen  - Work individually  - Give answers  **Answer keys**  1.A 2.C 3.A 4.C 5.B |

* **Activity 3: Vocabulary (9’)**

Notes: no need to carry out this activity if teacher has picked the “Vocabulary” part for the warm-up activity.

**a) Objective:** Ss can review vocabulary about appearance, characteristics and activities

**b) Content:**  Writing the correct words from the unit on the lines.

**c) Products:** they can use these vocabularies correctly, confidently in communication.

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

**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. kind*  *2. mall*  *3. party*  *4. badminton*  *5. blond*  *6. lazy*  *7. glasses* |

* **Activity 4: Grammar (5’)**

**a) Objective:** Ss can review the use of English: The Present and Present Continuous.

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

**c) Products:** Ss can review the target language learnt and use it correctly, confidently in communication.

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **Circle the correct words**  - 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 | - Work individually  - Work in pairs  - Give answers  - Listen, correct mistakes  **Answer keys**  *1. is*  *2. doing*  *3. like*  *4. is*  *5. not*  *6. does*  *7. having* |

* **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 know how to pronounce these words 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 /i/ and / ai/  - Have Ss review the sound /bl/  - 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. B 2. C 3. D  - Listen  - Work individually  - Work in pairs  - Give answers  - Listen, correct mistakes  **Answer keys**  4. A 5. B 6. C |

**C. Consolidation (3’)**

**\* Grammar of Unit 3**: The Present and Present Continuous

**\* Vocabulary of Unit 3**: Vocabulary about people’s appearance and character, activities friends do together

**D. Homework (2’)**

- Review vocabulary, grammar of unit 3.

- Do exercises in Workbook: Review of Unit 3 (page 64).

- Prepare: Unit 4 – Vocabulary and Listening (page 30 – SB).