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).