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

**UNIT 9: ENGLISH IN THE WORLD**

**Lesson 4 – Review (pages 108, 109)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- review words about tourism and culture *(photos, sightseeing, wallet, historic, tour guide, flight, souvenirs, stadium, …)* and talk about them.

- review grammar: *Past Simple with irregular verb, articles (“the” and “zero article”).*

- talk about tourist attractions, cultures and holiday in English-speaking countries.

- pronoun some vowels and consonants correctly: /ɪ/, /e/, /æ/, /ə, /ð /, / θ /.

- put stress on nouns with two and three syllables.

**1.2. Competences**

- improve speaking, listening, reading and writing skills.

- improve the use of English.

**1.3. Attributes**

**-** 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**

**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** |
| - **Listening:** You will hear Anna talking to her friend, Jamie, about her trip to the UK. Where's she going to visit on each day? For each question, write a letter (A – H) next to each day. You will hear the conversation twice. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| **- Reading**: Read about the three people. Choose the correct answer (A, B, or C). | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - **Vocabulary:** Fill in the blanks with the words in the box. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - **Grammar:** Fill in the blanks using the or Ø (zero article).- Write sentences in the Past Simple using the prompts. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| **-Pronunciation**: Circle the word that has the underlined part pronounced differently from the others.+ 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. |

**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:** Review: Past Simple with Irregular verbs / Review: Tourist Attractions in the UK.

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

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| * **Option 1: Review: Past Simple with Irregular verbs.**

- Have Ss review Past Simple with Irregular verbs by giving the past form of the verbs given.*1. make**2. take**3. come**4. see**5. go**6. buy**7. have**8. be**9. do**10. eat**11. meet**12. sell**13. lose**14. wear*- Give feedback.- Lead to the new lesson.* **Option 2: Review: Tourist Attractions in the UK.**

- Introduce Ss to some Tourist Attractions in the UK which are in their listening section.- Lead to the new lesson.**\*Illustration:** | - Give answers.**Answer keys***1. make - made**2. take - took**3. come - came**4. see - saw**5. go - went**6. buy - bought**7. have - had**8. be – was, were**9. do - did**10. eat - ate**11. meet - met* *12. sell - sold**13. lose - lost**14. wear - wore*- Listen.- Look.- Listen. |

**B. New lesson (35’)**

* **Activity 1: Listening (7’)**

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

**b) Content:**

**-** You will hear Anna talking to her friend, Jamie, about her trip to the UK. Where's she going to visit on each day? For each question, write a letter (A – H) next to each day. You will hear the conversation twice.

**c) Expected outcomes:** Ss listen in details and get familiar with the listening test format.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **You will hear Anna talking to her friend, Jamie, about her trip to the UK. Where's she going to visit on each day? For each question, write a letter (A – H) next to each day. You will hear the conversation twice.**- Have Ss read through the listening part.- Demonstrate the activity on DCR by using the example.- Play the audio (CD 2 – Track 43). Have Ss listen and choose the correct answer.- Have Ss check answers with pairs, then read answers.- Check answers as a whole class using DCR. | - Read in silence.- Listen and read answers.**Answer keys** |

* **Activity 2: Reading (7’)**

**a) Objective:** Students can improve their reading skill.

**b) Content:**

- Read about the three people. Choose the correct answer (A, B, or C).

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

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Read about the three people. Choose the correct answer (A, B, or C).**- Demonstrate the activity on DCR by using the example.- Have Ss look and read, then choose the correct answer (A, B, or C).- Call Ss to give answers, explain.- Give feedback and evaluation. | - Observe and listen.- Listen and choose the correct answer (A, B, or C).- Give answers, explain.**Answer keys**   |

* **Activity 3: Vocabulary (7’)**

**a) Objective:** Ss can review vocabulary about tourism and cultures.

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

**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** |
| **Fill in the blanks with the words in the box.** - Have Ss read the sentences, - Ask Ss to work in pairs to fill in the blanks with the words in the box.- Have Ss give answers, tell the meaning of the words /phrase again.- Check answers as a whole class using DCR. | - Read the sentences. - Work in pairs to fill in the blanks.- Give answers.**Answer keys** |

* **Activity 4: Grammar (10’)**

**a) Objective:** Ss can review the use of English: *Past Simple with irregular verb, articles (“the” and “zero article”).*

**b) Content:**

- Fill in the blanks using *the* or *Ø (zero article).*

- Write sentences in the Past Simple using the prompts.

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

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Fill in the blanks using *the* or Ø (zero article).**- Have Ss tell the way to use *the* or *Ø (zero article)* again.- Ask Ss to work individually to fill in the blanks using the or Ø (zero article).- 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.**Task b. Write sentences in the Past Simple using the prompts.**- Ask Ss to read the content of Task b.- Have Ss write sentences in the Past Simple using the prompts.- Have Ss work in pairs to check each other’s work.- Call Ss to give answers.- Check answers as a whole class using DCR. | - Answer. - Work individually.- Work in pairs.- Give answers.**Answer keys**- Read.- Work individually.- Work in pairs.- Give answers.**Answer keys** |

* **Activity 5: Pronunciation (4’)**

**a) Objective:** Ss can review the stress of nouns with 2 and 3 syllables, vowels and consonants: /ɪ/, /e/, /æ/, /ə, /ð /, / θ /.

**b) Content:**

**-** Circle the word that has the underlined part pronounces differently from the others.

- Circle 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:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Circle the word that has the underlined part pronounced differently from the others.**- Have Ss distinguish vowels and consonants: /ɪ/, /e/, /æ/, /ə, /ð /, / θ /.- Ask Ss to work individually to circle the answer.- 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.**Task b. 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 nouns 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. | - Review.- Work individually.- Work in pairs.- Give answers.**Answer keys**- Listen.- Work individually.- Work in pairs.- Give answers.**Answer keys** |

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

**\* Consolidation:**

**Grammar of Unit 9**: *Past Simple with irregular verb, articles (“the” and “zero article”).*

**Vocabulary of Unit 9**: Words about tourism and culture *(photos, sightseeing, wallet, historic, tour guide, flight, souvenirs, stadium, etc.).*

**\* Homework:**

- Review vocabulary, grammar of unit 9.

- Do the exercises in WB: Review of Unit 9 (page 70).

- Prepare: Unit 10 – New words and Listening (page 76 – SB).

**D. Reflection**

a. What I liked most about this lesson today:

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1. 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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