Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 1: HOME**

**Lesson 4 - REVIEW (Page 86)**

**I. OBJECTIVES**

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

**1. Knowledge**

- review vocabularies about home, family members and housework.

- review vocabularies about towns, cities and villages.

- review grammar: The Present Simple tense and Wh-questions.

**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 previous lessons and be well-prepared 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 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 use the vocabulary learnt in the unit actively and correctly.

**d) Competence**: Collaboration, guessing, listening

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| - Give greetings  - Check attendance   * **Option 1: Housework**   - Divide class into 4 groups  - Have Ss work in groups to write as many vocabularies about the housework in the unit they can remember as possible  - Set a limit time: about 2 minutes  - Check Ss’s answers  - The group with the most correct answers will be the winner  🡪 Lead to the new lesson   * **Option 2: Town, city, village**   **Game: FIND THE DIFFERENCES**  - Show on the screen 2 pictures (a part of London City), have Ss find the 4 differences between 2 pictures. (T can have Ss play the game in groups or as a whole class)    - Have Ss show their answers  - Give feedback and show the correct answers  🡪 Lead to the new lesson | -Greet T  **-** Work in groups and write vocabularies  - Look  - Look and find 4 differences between 2 pictures  **Answer Keys** |

**B. New lesson (36’)**

* **Activities 1: Listening (10’)**

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

**b) Content:** Listening and matching.

**c) Products:** Ss listen for details and get familiar with the listening test format.

**d) Competence**: Collaboration, analytical and critical thinking skills.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **You will hear Jack talking to friends about his family. (twice) What housework do Jack’s family members do? For each question, write a letter (A-H) next to each person**  - Have Ss read the task, check if they know what they are requested to do  - Have underline the key words and guess answers  - Demonstrate the activity by using the example  - Play the audio (CD 2 – Track 63)  - Have Ss check answers with pairs and then give answers  - Check answers as a whole class | - Read in silence  - Underline key words  - Listen and then give answers  - Check and correct mistakes  **Answer keys**  1*. A 2. F 3. G 4. E 5.B* |

* **Activity 2: Reading (9’)**

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

**b) Content:** Reading 3 short paragraphs about places and choosing the correct answer.

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

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

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **Read about the three places. Choose the correct answer (A, B or C)**  **-** Have Ss read the questions, underline key words  - Demonstrate the activity by using the example  - Have Ss read the 3 paragraphs and choose the correct answer  - Have Ss underline the words / phrases or sentences that help them find the answers  - Call Ss to give answers, explain  - Give feedback | - Read the questions, underline the key words  - Observe and listen  - Work individually  - Underline  - Give answers  **Answer keys**  1*. B 2. C 3. A 4. B 5. C* |

* **Activity 3: Vocabulary (7’)**

**a) Objective:** Ss can review vocabulary about housework and places.

**b) Content:**  Filling in the blanks with the words from the unit.

**c) Products:** Ss can use these vocabularies in the unit actively inn communication.

**d) Competence**: Collaboration, analytical and critical thinking skills.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **Fill in the blanks with the words from the unit**  - Demonstrate the activity using the example  - Have Ss read the sentences and fill in the blanks beginning with the letter given  - Ask Ss to work in pairs to check each other’s work.  - Have Ss give answers  - Check answers as a whole class | - Look  - Work individually  - Work in pairs  - Give answers  - Listen, correct mistakes.  **Answer keys**  *1. balcony*  *2. West*  *3. dishes*  *4. village*  *5. yard* |

* **Activity 4: Grammar (5’)**

**a) Objective:** Ss can review the use of English: The Present Simple and Wh-questions

**b) Content:**  finding mistakes and correcting them

**c) Products:** Ss can use the target language learnt successfully

**d) Competence**: Collaboration, guessing

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **Underline the mistake in each sentence. Write the correct word on the line**  - Ask Ss to work individually to find mistakes and underline  - 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** |

* **Activity 5: Pronunciation (5’)**

**a) Objective:** Ss can review the vowels.

**b) Content:**  Circling the word that has the underlined part pronounced differently from the others

**c) Products:** Ss produce the language correctly in terms of pronunciation.

**d) Competence**: 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/, /ɪ/, /ʌ/,  - 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  - Have Ss find more words with the sounds / ӕ/, / eɪ/, / əʊ/, / aʊ/, /ɪ/ or /ʌ/  - Give feedback and evaluation | - Listen  - Work individually  - Work in pairs  - Give answers  - Listen, correct mistakes  - Give more examples  **Answer keys**  1. C 2. A 3. B  4.D 5. D 6. A |

**C. Consolidation (2’)**

**\* Grammar of Unit 1**: *The Present Simple tense and Wh-questions for facts*

**\* Vocabulary of Unit 1**: *Vocabulary about housework and places (towns, cities or villages)*

**D. Homework (2’)**

- Review vocabulary, grammar of unit 1.

- Do exercises in Workbook: Review of Unit 1 (page 62).

- Prepare: Unit 2 – Vocabulary and Listening (page 14 – SB).