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| **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK: …** | **Peroid 103 : REVIEW 4 (UNIT 10-11-12)**  **Lesson 1: SKILLS / Reading, Speaking,**  **Listening and writing** |

**I. OBJECTIVES:By the end of this lesson, students will be able to gain the following things:**

**1. Knowledge:**

- To revise the skills they have learnt in Unit **10-11-12.** Reading : What will our houses in the future be like? Listening to what people from Youth Eco- Parliament advise us to do for our environment; Writing a paragraph about what you think we should do to improve the environment….

a) Vocabulary: Ss revise words and phrases about types of houses and appliances in the house;

Things that can be recycled. reused, and recycled

b) Grammar : - Review : Future simple; Might for future possibility; Articles, first conditional; Superlative adjectives/ short adjectives;

c) Writing :

- Writing a paragraph about a dream house

- Writing a paragraph about ideas for a green club.

- Writing a paragraph about a robot you would like to have.

d) Speaking: Expressing surprise; giving warnings; Expressing agreement and disagreement

**2. Competence:** Students will be able to revised the language they have learnt and the skills they have practised in Units 10, 11, 12 . They have learnt so far in terms of language and skills . Practising doing exercises.

**3. Quality/ behavior :** Having the serious attitude toward studying and the protection the environment; … SS are hard- working ; cooperative; sociable; good communication.

**II. TEACHING AIDS:**

- Teacher: Text book, laptop, louspeaker, projector…

- Students : Text books, studying equipments….

- Work Arrangements: T\_Ss , group works; individual ……

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION (5’)** | |
| **Aims: Introduction**  - Ask Ss what they have learnt so far in terms of language and skills. Summarise their answers and add some more information if necessary.  **\* Content:** Review the previous lesson or have somewarm-up activities to creat a friendly and relaxed atmostphere to inspire Ss to warm up to the new lesson.  **\* Output:** Having a chance to speak English and focus on the topic of the lesson..  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting**  **+ Revision**  - Teacher **(T)** asks Ss some questions about them and class.  - Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting**  **+ Revision**  **- T\_ Ss**  - Students **(Ss)** listen and learn how to do.  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON (25’)** | |
| **PRACTICE EXERCISES ­- SKILLS**  ACTIVITY 1 : **Reading**  **Aim: To give Ss more practice on reading for specific information.**  **\* Content:** Practice reading. Read the text and choose the correct answers.  **\* Output:** Ss improve reading skills. Read and choose the answer correctly..  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **1. Read the text and choose the correct answer A, b, or C for each of the question.**  **\*) Pre- teach vocabulary:**  - Teacher uses different techniques to teach vocabulary (situation, realia, translation ....)  **\* Vocabulary**  **- eco-friendly** (adj) thân thiện  **- energy** (n) năng lượng  **- solar** (adj) mặt trời  **- wind** (n) gió  **- comfortable** (adj) tiện nghi  **- change** (v) thay đổi **…..**  - Repeat in chorus and individually  + Take note  - Ask Ss to do the task Individually and check their answers with a partner before giving their answers to T to confirm the correct answers.  - Check Ss' answers as a class.  - Confirm the correct answers | **1. Read the text and choose the correct answer A, b, or C for each of the question.**  **- T\_ Ss**    + Students(Ss)listen to the instructions carefully and learn how to do the tasks.  **\* Key**  **1.** A **2**. B **3**. A **4**. A |
| ACTIVITY 2 : **Speaking**  **Aim: To give Ss more practice on describing their future houses.**  **\* Content:** Group work. Take turn describe the future house using the cues given.  **\* Output:** Practice reading . Ss can describe their future houses.  **\* Organisation :** Teacher’s instructions… | |
| **2. Work in groups. Take turns to describe your future house…**  - Have Ss work in groups, taking turns describing their future houses and try to persuade their group members to live in it. Then ask each group to choose a student who has the best future house in the group to talk about his / her future house in front of the class. Ask some other Ss to give comments and decide which student has the best future house in the class.  - Observe and help when and where necessary, and correct Ss'pronunciation and intonation.  - Check Ss' answers as a class. | **2. Work in groups. Take turns to describe your future house…**  **- T\_ Ss**  **- Work in groups**  - Ss work individually first then work in pairs ask and answer the questions  - Do the tasks  - Share the answers. |
| ACTIVITY 3 : **Listening**  **Aim: To give Ss more practice on listening for specific information.**  **\* Content:** Practice listening . Listen and tick .  **\* Output:** Improve listening skills. Ss can listen for specific information and tick .  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **3. Listen and tick (**✓**) what people from the Youth Eco- Parliament advise us to do for our environment.**  **- T\_ Ss**  - Play the recording once for Ss to listen and tick the sentences.  - Play the recording again for Ss to check their answers. Give the correct answers to Ss. With a weaker class.  - T may play the recording as many times as possible until Ss have chosen all their answers.  - Go round and offer help if needed.  - Call on some groups to report their results to the class. | **3. Listen and tick (**✓**) what people from the Youth Eco- Parliament advise us to do for our environment.**  - Listen to the instructions clearly  - Work in pairs  \* Key: **1, 2, 4, 5**  **Audio script:**  In 2004, 120 young people from ten European countries met in Berlin at the first Youth Eco-Parllament. They gave ideas for Improving the environment. Here are some of the things they advised us to do:  - Recycle more rubbish (for example, glass, paper and plastic, etc.).  - Pick up rubbish in parks or in the streets.  - Save energy - turn off lights and TVs when you're not using them.  - Use reusable bags instead of plastic bags. |
| ACTIVITY 4: **Writing**  **Aim: To help Ss practise writing a paragraph about how to improve the environment.**  **\* Content: Write a paragraph about how to improve the environment.**  **\* Output:** Ss can write a paragraph of 50- 60 words about what they think they should do to improve the environment using information in **3 .**  **\* Organisation :** Teacher’s instructions… | |
| **Teacher’s & Student’s activities** | **Content** |
| **4. Write a paragraph of 50- 60 words about what you think we should do to improve the environment.**  - Set up the writing activity. T reminds Ss that the first and most important thing is always to consider what they are going to write about. In this case, Ss may use the ideas given in 3 or their own ideas.  - T may brainstorm with Ss the language necessary for writing and note some useful language on the board. Ask Ss to write the draft first.  - Ask Ss to work in pairs making peer corrections.  - Have them write their final version in class or at home. If they write in class, they can also do it in pairs or groups.  **\* Post - writing**  - T may display all or some of the paragraphs on the wall / notice board.  - Other Ss and T give comments. Ss edit and revise their writing as homework.  - Compare their answers.  - Check and confirm the correct answers. | **4. Write a paragraph of 50- 60 words about what you think we should do to improve the environment.**  **- T\_ Ss**  - Listen to the teacher’s instructions carefully.  - Check the answers  **\* Suggested writing**  **1.** I think we can do many things to improve the environment around us. Firstly, we can use  reusable bags in stead of plastic bags. Secondly, we should turn off lights and TVs when you’re not using them to save energy. Finally, we should cycle to school  or walk to school to reduce polluted air. |
| **4. WRAP-UP & HOME WORK (2’)**  \* Summarise the main points.  - Ask Ss what they have learnt so far. Have them recall the important elements:  + Words / phrases and combinations related to friends…  **\* HOME WORK**  - Read again the conversation  - Do more exercises in workbook. | |

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**\* Suggested writing**

**2.** Nowadays, the development of human world causes causes many bad effects to the environment. We throw garbage everywhere, exploit too much natural resources or contaminate the air. Therefore, our environment is being seriously polluted and we need to protect it from now. First of all, we should reduce, reuse and recycle. Instead of using plas bags, we can use leaves to wrap food. We can recycle plas bottles, cans, paper to reduce garbage. Using public transports and decreasing the number of motorbikes and cars are also good ways to reduce carbonic in the air. Besides, we should purify contaminated lakes or rivers in order to lessen the pollution in the water. Last but not least, the gorvernment should propagandize about protecting the environment to everybody so that they can aware of it. Especially, we need to punish people who contaminate the environment with great severity. In conclusion, the Earth is our home so protecting it is everyone's responsibility.