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

 **UNIT 8: FESTIVALS AROUND THE WORLD**

**Lesson 4 – Review (pages 104, 105)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- review words about festival and its activities *(lantern, midnight, competition, exchange, sculpture, bonfire, tradition, wish, …)* and talk about them.

- review grammar: *the Simple Future, different from, like*.

- talk about festivals, compare how different countries celebrate festivals.

- pronoun some vowels correctly: /ɪ/, / aɪ /, / æ/, / eɪ/.

- put stress on nouns (common nouns & proper nouns) and verbs 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 five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C). | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| **- Reading**: . Read about the festival. Write one word for each blank. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - **Vocabulary:** Match the words with the definitions. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - **Grammar:** Write sentences using the Future Simple- Write sentences with different from or like using the table. | - 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: Festivals around the world.

**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: Chatting**

- Ask Ss some questions about festival:*1. What is your favorite festival?**2. What do you know about it?**3. Can you tell some famous festivals around the world?**4. Which festival in the world would you like to take part in? Why?**5. What is the ideal duration for a festival?*- Call Ss to give answers.- Give feedback.- Lead to the new lesson.* **Option 2: Review: Festivals around the world**

- Have Ss work in groups to divide the given festivals into 3 groups: music festivals, religious festivals and food festivals.- Call Ss to give answers.- Give feedback, show correct answers.- Ask Ss whether they know any information of these festival.- Lead to the new lesson.**\*Illustration:** | - Listen and give answers.- Listen.- Work in groups.- Give answers.- Listen .**Answer keys****- Religious festivals:** *Christmas, Songkran Festival, Holi Festival***- Music festivals:** *Glastonbury Festival, Rock in Rio Festival, Burning man Festival***- Food festivals:** *Pizza Festival, Dumpling Festival, Bibimbap Festival* |

**B. New lesson (35’)**

* **Activity 1: Listening (7’)**

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

**b) Content:**

**-** You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).

**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 five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the correct answer (A, B, or C).**- Have Ss read through the listening part.- Demonstrate the activity by using the example.- Play the audio (CD 2 – Track 42). 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 festival. Write one word for each blank.

**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 festival. Write one word for each blank.**- Demonstrate the activity on DCR by using the example.- Have Ss look and read, then write 1 word for each blank.- Call Ss to give answers, explain.- Give feedback and evaluation. | - Observe and listen.- Work individually.- Give answers, explain.**Answer keys**   |

* **Activity 3: Vocabulary (7’)**

**a) Objective:** Ss can review vocabulary about festivals.

**b) Content:**  Match the words with the definitions.

**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** |
| **Match the words with the definitions.** - Have Ss read the sentences.- Ask Ss to work in pairs match the words with the definitions.- 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 match.- Give answers.**Answer keys** |

* **Activity 4: Grammar (10’)**

**a) Objective:** Ss can review the use of English: *Future Simple, different from and like.*

**b) Content:**

- Write sentences using the Future Simple.

- Write sentences with different from or like using the table.

**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. Write sentences using the Future Simple.**- Have Ss tell the form and usage of the simple future again.- Ask Ss to work individually to write sentences using the Future Simple.- 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 with different from or like using the table.**- Ask Ss to read the information in the table.- Have Ss write sentences with different from or like using the table.- Have Ss work in pairs to check each other’s work.- Call Ss to give answers.- Check answers as a whole class using DCR. | - Retell.- 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 and adjectives with 2 and 3 syllables, /ɪ/, / aɪ /, / æ/, / eɪ/.

**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 3 vowels: /ɪ/, / aɪ /, / æ/, / eɪ/ (review).- 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 and verbs 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 8**: *The Simple Future, different from, like.*

**\* Vocabulary of Unit 8**: words about festival and its activities *(lantern, midnight, competition, exchange, sculpture, bonfire, tradition, wish, …).*

**\* Homework:**

- Review vocabulary, grammar of unit 8.

- Do the exercises in WB: Review of Unit 8 (page 69).

- Prepare: Unit 9 – New words and Reading (page 68 – 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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