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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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