Date of preparing: ………………………………….

Date of teaching: ………………………………….

**Period …**

**UNIT 5: AROUND TOWN**

**Lesson 4 - REVIEW (Page 94)**

**I. OBJECTIVES**

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

**1. Knowledge**

- review vocabularies about food around the world

- review language used in clothing stores and restaurants

- review grammar: Countable and uncountable nouns; quantifiers, demonstratives

**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 old lesson and have good preparation 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 learnt; 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 and grammar of unit 5

**c) Product:** Ss are ready for the new lesson

**d) Competence**: collaboration, communication, critical thinking

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| - Give greetings  - Check attendance   * **Option 1: Leave me out**   - Give Ss some words with incorrect spelling  - Have Ss leave out 1 redundant letter in each word to make it correct  - Call Ss to give answers and read the correct word  - Check Ss’s answers  🡪 Lead to the new lesson.     * **Option 2: Error Recognition**   - Give Ss some sentences which are grammatically incorrect.  - Have Ss choose the underlined word or phrase in each sentence that needs correcting  - Call Ss to give answers and make it correct  - Give feedback  🡪 Lead to the new lesson | -Greet T  **-** Work in groups / pairs  - Give answers  - Check with the teacher  **Answer Keys**    - Look  - Do the task  - Give answers  **Answer Keys**  *1. is 🡪 are*  *2. at 🡪 in*  *3. in 🡪 for*  *4. a 🡪 an*  *5. dish 🡪 dishes* |

**B. New lesson (36’)**

* **Activities 1: Listening (10’)**

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

**b) Content:**

**-** Listening and choosing the correct answer

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

**d) Competence**: collaboration, analytical and synthesizing skill.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **You will hear Matt and Amy talking in a restaurant (twice). For each question, choose the correct answer (A, B or C)**  - Have Ss read the task  - Demonstrate the activity by using the example  - Play the audio (CD 2 – Track 67)  - Have Ss check answers with pairs and then give answers  - Check answers as a whole class. | - Read in silence  - Listen and then give answers  - Check and correct mistakes  **Answer keys**  1*. C 2. A 3. C 4. B 5. A* |

* **Activity 2: Reading (9’)**

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

**b) Content:**  Reading an email and filling in the blanks

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

**d) Competence**: collaboration, communication, analytical and synthesizing skills.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **Read the email. Write one word for each blank.**  - Demonstrate the activity by using the example  - Have Ss read the email and guess answers, then write one word for each blank.  - Call Ss to give answers, explain  - Give feedback | - Observe and listen  - Work in pairs  - Give answers  **Answer keys**  1*. some 2. They 3. where 4. go 5. with* |

* **Activity 3: Vocabulary (7’)**

**a) Objective:** Ss can review vocabulary of unit 5

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

**c) Products:** Ss can use these vocabularies actively, correctly in communication.

**d) Competence**: collaboration, communication, critical thinking

**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, say the Vietnamese meaning again  - Check answers as a whole class | - Look  - Work individually  - Work in pairs  - Give answers  - Listen, correct mistakes  **Answer keys**  *1. extra large*  *2. changing room*  *3. Sale assistants*  *4. tip*  *5. dessert*  *6. noodle*  *7. fry* |

* **Activity 4: Grammar (5’)**

**a) Objective:** Ss can review the use of English: Countable and uncountable nouns; quantifiers, demonstratives

**b) Content:**  filling in the blanks with the words from the box

**c) Products:** Ss can use the grammar point learnt correctly and actively in communication.

**d) Competence**: collaboration, communication, analytical and synthesizing skills.

**e) Organization of the activity:**

|  |  |
| --- | --- |
| **Teacher’s Activities** | **Students’ Activities** |
| **Fill in the blanks with the words from the box**  - Ask Ss to work individually to fill in the blanks with the words from the box  - Have Ss work in pairs to check each other’s work  - Call Ss to read their answers  - Check answers as a whole class | - Work individually  - Work in pairs  - Give answers  - Listen, correct mistakes  **Answer keys**  *1. an*  *2. it*  *3. those*  *4. some*  *5. this*  *6. some*  *7. them* |

* **Activity 5: Pronunciation (5’)**

**a) Objective:** Ss can review the vowels and stress

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

**c) Products:** Ss can pronounce correctly when using these vowels and words in communication.

**d) Competence**: Collaboration, communication, critical thinking skill.

**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 /, /ə/, /ɪ/, /ai/  - 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/, / ə/, /ɪ/, /ai/  - Give feedback and evaluation  **Circle the word that differs from the other three in the position of primary stress in each of the following questions**  - Have Ss review ways to put stress on words with 2 and 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  - Give feedback and evaluation | - Listen  - Work individually  - Work in pairs  - Give answers  - Listen, correct mistakes  - Give more examples  **Answer keys**  1. A 2. B 3. A 4.D  - Listen  - Work individually  - Work in pairs  - Give answers  - Listen, correct mistakes  **Answer keys**  5. B 6. D |

**C. Consolidation (2’)**

**\* Grammar of Unit 5**: *Countable and uncountable nouns; quantifiers, demonstratives*

**\* Vocabulary of Unit 5**: *Vocabulary about food, ordering in a restaurant, buying clothes in a store*

**D. Homework (2’)**

- Review vocabulary, grammar of unit 5.

- Do exercises in Workbook: Review of Unit 5 (page 68).

- Prepare: Unit 6 – Vocabulary and Listening (page 46 – SB).