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).