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

**UNIT 6: LIFE ON OTHER PLANETS**

**Lesson 4 – Review (page 99)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- talk about possible UFO sightings in the past.

- make predictions about where humans will live in the future.

- review the target language and language skills in unit 6

* Grammar: *Future Simple, Past Continuous and Past Simple*
* Vocabulary: Words of the topic “life on other planets”: *(Earth, Mars, Venus, oxygen, space station, gravity, temperature, appear, disappear, disk-shaped, flying saucer, huge, tiny, strange, terrified, UFO).*

- practice test-taking skills.

**1.2. Competences**

- improve speaking, listening, reading and writing skills.

- improve the use of English.

**1.3. Attributes**

**-** have a good attitude toward learning English

- become more diligent.

- reread the previous lesson and be well-prepared for the second mid-term examination.

**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** |
| - **Vocabulary:** Review. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - **Vocabulary:** Circle the correct words. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - **Grammar:** Underline the mistakes and write the correct words on the lines.  | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - **Pronunciation:** 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. |
| **- Writing:** Write about where you think people will and won't live in 100 years, and why. Write 80 to 100 words. | - Ss’ writing. | - 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:** Reviewing vocabulary of the topic “Life on other planets”

**c) Expected outcomes:** Ss are ready for the new lesson.

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Review vocabulary** - Have Ss read the statements and choose the correct pictures A, B, or C.- Call Ss to give answers.- Check Ss’ answers and give feedback.- Lead to the new lesson.**\*Illustration:** | - Read the statements and choose the correct pictures.- Give answers.**Answer keys***1 A 2 C 3 B* |

**B. New lesson (35’)**

* **Activity 1: Vocabulary (7’)**

**a) Objective:** Ss can review vocabulary about life on other planets.

**b) Content:**  Circle the correct words.

**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** |
| **Circle the correct words.** - Have Ss read the sentences.- Ask Ss to work in pairs to circle the correct words.- Have Ss give answers, tell the meaning of the words /phrases again.- Check answers as a whole class. | - Read the sentences.- Work in pairs.- Give answers.**Answer keys** |

* **Activity 2: Grammar (10’)**

**a) Objective:** Ss can review the tenses: *Future Simple, Past Continuous and Past Simple*

**b) Content:**  Underlining the mistakes and writing the correct answers on the lines.

**c) Expected outcomes:** Ss produce the language successfully, and they can use the grammar points in speaking and writing.

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Underline the mistakes and write the correct words on the lines.** - Ask Ss to work individually to underline the mistakes and write the correct answers on the lines.- 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. | - Work individually.- Work in pairs.- Give answers.**Answer keys** |

* **Activity 3: Pronunciation (5’)**

**a) Objective:** Ss can review the stress of nouns and adjectives with 2 and 3 syllables.

**b) Content:** Circling 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:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Circle the word that differs from the other three in the position of primary stress in each of the following questions.** - Remind Ss some word stress rules in English, including two or three 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** |

* **Activity 4: Writing (13’)**

**a) Objective:** Ss can review the structure and language used in a narrative.

**b) Content:** Writing about where you think people will and won't live in 100 years, and why.
Write 80 to 100 words.

**c) Expected outcomes:** Ss produce the new language successfully.

**d) Organization of the activity:**

|  |  |
| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Write about where you think people will and won't live in 100 years, and why.Write 80 to 100 words.** - Briefly remind Ss of the structures of a narrative.- Ask Ss some questions to remind them of the structure.*How many sections are there in a narrative passage?**What do you write in the topic section?**In which section do you write about what you saw/heard/felt, the main event or the ending section?*- Have Ss write a narrative.- Have Ss look at each other’s work (peer correction).- Call Ss to read their writing.- Give feedback to one S’s writing. | - Review.- Answer the questions.**Suggested Writing***In a hundred years, I think humans will find a new place to live. I think the Earth will be too hot for humans. We will find a new home on another planet. Some people will live in a space station. They will have a great viewof the Earth, but they won't have any gravity. I don't think people will live on Venus. Its temperature is too high. I think people will live on Mars. People will build a city that is warm enough and has gravity and oxygen. Ithink the future will be exciting.* |

**C. Consolidation and homework assignments (5’)**

**\* Consolidation:**

**- Grammar of Unit 6**: *Future Simple, Past Continuous and Past Simple*

**- Vocabulary of Unit 6**: Words of the topic “life on other planets”: *(Earth, Mars, Venus, oxygen, space station, gravity, temperature, appear, disappear, disk-shaped, flying saucer, huge, tiny, strange, terrified, UFO).*

***-* Work in pairs.**

Make three predictions of humans’ future home.

**\* Homework:**

- Review vocabulary, grammar and language skills of unit 6.

- Do the exercises in WB: Unit 6 Review - Part 2 (page 55).

- Prepare: Unit 7 – New words and Listening (page 52 – SB).

**V. Reflection**

a. What I liked most about this lesson today:

…………………………………………………………………………………………

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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