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

 **UNIT 3: MUSIC AND ARTS**

**Lesson 4 – Review (Pages 88, 89)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- review words about music types *(classical music, rock, country music, pop, hip hop, folk music, reggae, etc.)* and talk about them.

- review grammar: Present simple for facts; prepositions of time; possessive adjectives.

- review how to make plans to go to a music event.

- pronoun some sounds correctly: /s/, /a/, /ɔ/, /æ/, / z/.

**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 the paragraph. Choose the best word (A, B, or C) for each space. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - **Vocabulary:** Number the pictures. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - **Grammar:** Underline the mistakes and write the correct answers on the lines. + Write sentences using the prompts. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| **-Pronunciation**: sound and stress. | - 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:** Songs.

**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: Sing a song (Karaoke)**

- Choose a simple English song and find its beat- Play the clip of the song with lyrics.- Have the whole class sing the song together.à Lead to the new lesson.**\*Suggested song:** The farmer in the dell.- Link: https://www.youtube.com/watch?v=tYoYuqBFsRU* **Option 2: What song is it?**

- Prepare the sound files / video clips of some songs. T chooses songs that are popular with teenagers.*-* Play the files / clips, have Ss listen and give names of the songs.- If Ss give an incorrect answer, T continues to play the song. If Ss can give a correct answer, T stops and move to another song.- Give feedback. àLead to the new lesson.**Suggested song list:** *1 Baby once more time (Britney Spears)**2 My hear will go on (Celine Dion)**3 Dance Monkey (Tones and I)**4 Lily ( Allen Walker)**5 Despacito ( Luis Fonsi)**6 Lemon Tree (Fools Garden)**7 Senorita (Shaw Mendes)**8 Maps (Maron 5)**9 Happy new year (Abba)**10 Happy birthday to you ( many versions)* | - Look and sing together.- Give answers.- Listen. - Listen and give names of the songs. |

**B. New lesson (35’)**

* **Activity 1: Listening (7’)**

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

**b) Content:**

**-** Listen to five short conversations. 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 36).- Have Ss check answers with pairs and then give answers.- Check answers as a whole class using DCR. | - Read in silence.- Listen and then give answers.**Answer keys** |

* **Activity 2: Reading (7’)**

**a) Objective:** Students can improve their reading skill.

**b) Content:**

- Read the paragraph. Choose the best word (A, B, or C) for each space.

**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 the paragraph. Choose the best word (A, B, or C) for each space** - Demonstrate the activity by using the example.- Have Ss read the article and choose the correct answer, underline the supporting ideas for their answers.- 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 music types.

**b) Content:**  Number the pictures.

**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** |
| **Number the pictures** - Have Ss read the phrases and observe the pictures.- Ask Ss to work in pairs to number the pictures.- Have Ss give answers, tell the meaning of the words /phrase again.- Check answers as a whole class using DCR. | - Read the phrases and observe the pictures.- Work in pairs.- Give answers.**Answer keys** |

* **Activity 4: Grammar (10’)**

**a) Objective:** Ss can review the use of English: Present simple for facts; prepositions of time; possessive adjectives.

**b) Content:**

- Underline the mistakes and write the correct answers on the lines.

- Write sentences using the prompts.

**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. Underline the mistakes and write the correct answers on the lines.**- Have Ss retell the way to use present simple tense for facts.- 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.**Task b. Write sentences using the prompts**- Have Ss write sentences using the prompts.- Ask Ss to work in pairs to check each other’s work.- Have Ss write answers on the board.- Check Ss’ answers, give feedback. | - Review old knowledge.- Work individually.- Work in pairs.- Give answers.**Answer keys**- Do the task.- Exchange answers.- Write answers on the board.**Answer keys** |

* **Activity 5: Pronunciation (4’)**

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

**b) Content:**

**-** Circle the word that has the underlined part pronounces differently from the others.

- Circle the word that has different stress from the rest.

**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 the sound /s/, /a/, /ɔ/, /æ/, / z/.- 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 words 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. | - Listen.- 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 3**: Present simple for facts; prepositions of time; possessive adjectives.

**\* Vocabulary of Unit 3**: Words about music types *(classical music, rock, country music, pop, hip hop, folk music, reggae, etc.).*

**\* Homework:**

- Review vocabulary, grammar of unit 3.

- Do the exercises in WB: Review of Unit 3 (page 64).

- Prepare: Unit 4 – New words and Reading (page 28 – 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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