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

**Review 2**

**Review 2.2: Page 62**

**1. Objectives**

By the end of this lesson, students will be able to…

**1.1. Language knowledge/ skills**

- consolidate and practice vocab and grammar presented in units 4-5

- consolidate and practice pronunciation presented in units 4-5

- practice speaking

- check the writing of units 4-5

**1.2. Competences**

- improve Ss’ communication, collaboration, analytical, and critical thinking skills.

 **1.3. Attributes**

 - cultivate a heightened curiosity for diverse learning methodologies.

**2. Teaching aids and materials**

**- Teacher’s aids:** Student’s book and Teacher’s book, class CDs, DCR– Phần mềm tương tác trực quan, DHA – Ứng dụng trò chơi tương tác, projector / interactive whiteboard /TV (if any), PowerPoint slides.

**- Students’ aids:** Student’s book, Workbook, Notebook.

**3. Assessment Evidence**

|  |  |  |
| --- | --- | --- |
| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Fill in the blanks using the words in the box. | **-** Ss’ answers. | - Observation/feedback. |
| - Report the information | - Ss’ answers. | - Observation/feedback. |
| - Circle the correct answer. | - Ss’ answers. | - Observation/feedback. |
| - Circle the word that differs from the other three in the position of primary stress in each of the following questions. | - Ss’ answers. | - Observation/feedback. |
| - Circle the word that has the underlined part pronounced differently from the others. | - Ss’ answers. | - Observation/feedback. |
| - Talk about what you want to do after graduating from high school. | - Ss’ answers.  | - Observation/feedback  |
| -Discuss the advantages and disadvantages of doing what you want to do after high school. | - Ss’ answers.  | - Observation/feedback  |
| - Make a list of things you need to remember for your future writing. | - Ss’ answers.  | - Observation/feedback  |

**4. Procedures**

**A. Warm-up: 5 minutes**

a. Objectives: To review the vocabularies related to lifelong learning

b. Content: Share the ideas with the class.

c. Expected outcomes: Ss can talk about lifelong learning

d. Organization

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| ***Competition time:*** |  |
| - Ask Ss to form groups of 5. | - Work in groups. |
| - Give Ss instructions and one example. | - Follow the instructions. |
| - Ask Ss to match the words with the correct definitions in 5 minutes. The team(s) with the most correct answers win (s). | - Match the words with the definitions in a team/group. |
| - Give feedback. | - Listen to feedback. |
| **Match the words with the definitions**

|  |  |
| --- | --- |
| **Words** | **Definitions** |
| 1. entrepreneur | a. done willingly, not because you are forced. |
| 2. physical therapist | b. a pleasant feeling that you get when you receive something you wanted |
| 3. voluntary | c. someone who starts their own business |
| 4. reward | d. a healthcare professional who treats muscle issues using massage |
| 5. satisfaction | e. to give something to somebody because they have done something good |

 | ***Suggested answers***

|  |  |
| --- | --- |
| **Words** | **Definitions** |
| 1. entrepreneur | c. someone who starts their own business |
| 2. physical therapist | d. a healthcare professional who treats muscle issues using massage |
| 3. voluntary | a. done willingly, not because you are forced. |
| 4. reward | e. to give something to somebody because they have done something good |
| 5. satisfaction | b. a pleasant feeling that you get when you receive something you wanted |

 |

**B. New Lesson (35’)**

**1. Vocabulary (10’)**

a. Objectives: Review the target language learned in the unit

b. Content: Vocabulary

c. Expected outcomes: Ss can practice test-taking skills.

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a. Fill in the blanks using the words in the box. There are two extra words which you do not need to use.** |  |
| - Demonstrate the activity using the example.  | - Listen to the instructions. |
| - Ask students to guess the type of missing words.  | - Guess the type of missing words. |
| - Ask students to fill in the blanks using the words in the box | - Complete the task. |
| - Have pairs check each other's work. | - Compare the answers with a partner. |
| - Pick some Ss to read the sentence(s) out loud. | - Read the sentences out loud. |
| - Check and correct Ss’ answers. | - Correct the answers |
|  | ***Answers****1. voluntary**2. entrepreneurs**3. reward* |
| **Task b. Fill in the blanks with the words from Unit 5. The first letter is already there.** |  |
| -Demonstrate the activity using the example.  | - Listen to the instructions. |
| - Ask students to guess the type of missing words.  | - Guess the type of missing words. |
| - Ask students to fill in the blanks using the words in the box | - Complete the task. |
| - Have pairs check each other's work. | - Compare the answers with a partner. |
| - Pick some Ss to read the sentence(s) out loud. | - Read the sentences out loud. |
| - Check and correct Ss’ answers. | - Correct the answers |
|  | ***Answers****1. discouraged* *2. self-discipline* *3. acquire* |

**2. Grammar (5)**

a. Objectives: Review the target language learned in the unit

b. Content: Grammar

c. Expected outcomes: Ss can practice test-taking skills.

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a. Report the information below.** |  |
| -Demonstrate the activity using the example.  | - Listen to the instructions. |
| - Ask Ss to report the information | - Complete the task. |
| - Have pairs check each other's work. | - Compare the answers with a partner. |
| - Pick some Ss to read the sentence(s) out loud. | - Read the sentences out loud. |
| - Check and correct Ss’ answers. | - Correct the answers |
|  | ***Answers****1. Mr. Lewis told me to set a goal and create a plan for achieving it.**2. Mrs. Thompson advised John not to be afraid to change his career.**3. Susan asked Ms. Miller to discuss her career options with her* |
| **Task b. Circle the correct answer.** |  |
| -Demonstrate the activity using the example.  | - Listen to the instructions. |
| - Ask Ss to circle the correct answer. | - Complete the task. |
| - Have pairs check each other's work. | - Compare the answers with a partner. |
| - Pick some Ss to read the sentence(s) out loud. | - Read the sentences out loud. |
| - Check and correct Ss’ answers. | - Correct the answers |
|  | ***Answer****s**1. A* *2. B* *3. C* |

**3. Pronunciation (5’)**

a. Objectives: Review the target language learned in the unit

b. Content: Pronunciation

c. Expected outcomes: Ss can practice test-taking skills.

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a. Circle the word that differs from the other three in the position of primary stress in each of the following questions.** |  |
| - Ask Ss to notice the pronunciation feature. | - Notice the pronunciation feature |
| - Ask Ss to circle the word that differs from the other three in the position of primary stress | - Circle the correct answer |
| - Ask Ss to compare the answers with a partner. | - Compare the answers with a partner and show the evidence to justify the answer. |
| - Check the answers as a whole class. | - Correct the answers |
|  | ***Answer Key*** 1. B 2.D |
| **Task b. Circle the word that has the underlined part pronounced differently from the others.** |  |
| - Ask Ss to notice the pronunciation feature. | - Notice the pronunciation feature. |
| - Ask Ss to circle the word that has the underlined part pronounced differently from the others. | - Circle the correct answer. |
| - Ask Ss to compare the answers with a partner. | - Compare the answers with a partner and show the evidence to justify the answer. |
| - Check the answers as a whole class. | - Correct the answers. |
|  | ***Answer Key*** 1. B 2.D |

**Evidence:**

**Task a:**

|  |  |  |  |
| --- | --- | --- | --- |
| **1.A. acquire** | **B. pressure** | **C. expand** | **D. pursue** |
| /əˈkwaɪər/ |  /ˈpreʃər/ | /ɪkˈspænd/ | /pərˈsuː/ |
| **2.A. analysis** | **B. tutorial** | **C. interior** | **D. satisfaction** |
| /əˈnæləsɪs/ | /tuːˈtɔːriəl/ | /ɪnˈtɪriər/ | /ˌsætɪsˈfækʃn/ |

**Task b:**

|  |  |  |  |
| --- | --- | --- | --- |
| **1. A. passion** | **B. reward** | **C. activity** | **D. demand** |
| /ˈpæʃən/ | /rɪˈwɔːrd/ | /ækˈtɪvəti/ | /dɪˈmænd/ |
| **2. A. register** | **B. editor** | **C. competitive** | **D. reinforce** |
| /ˈredʒɪstər/ | /ˈedɪtər/ | /kəmˈpetətɪv/ | /ˌriːɪnˈfɔːrs/ |

**4. Speaking (10’)**

a. Objectives: Review the target language learned in the unit

b. Content: Speaking

c. Expected outcomes: Ss can practice test-taking skills.

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a.** **In groups of 2–4: Talk about what you want to do after graduating from high school.** |  |
| - Ask Ss to work in pairs. | - Work in pairs. |
| - Ask Ss to discuss what they want to do after graduating from high school. | - Practice speaking |
| -Have some students demonstrate the activity in front of the class.  | - Watch the demonstration. |
| -Monitor the class and help them if necessary. | - Work in pairs to share the ideas. |
| - Ask some Ss to share their ideas. | - Share the ideas with the class. |
|  | ***Suggested Answers*** *A:* *After graduating from high school, I plan to take a gap year to travel and volunteer internationally.**B: After graduating from high school, I want to pursue a degree in computer science.* |
| **Task b.** **Discuss the advantages and disadvantages of doing what you want to do after high school.** |  |
| - Ask Ss to work in pairs. | - Work in pairs. |
| - Ask Ss to discuss the advantages and disadvantages of doing what you want to do after high school. | - Practice speaking |
| -Have some students demonstrate the activity in front of the class.  | - Watch the demonstration. |
| -Monitor the class and help them if necessary. | - Work in pairs to share the ideas. |
| - Ask some Ss to share their ideas. | - Share the ideas with the class. |
|  | ***Suggested Answers******Advantages and disadvantages of taking a gap year.*** ***Advantages****: Traveling and volunteering can broaden my perspective, increase cultural awareness, and help me develop independence.****Disadvantages****: Taking a year off means delaying my college education and entry into the workforce, which might affect my long-term career timeline****.*** |
| **Task c.** **Tell another group your ideas.** |  |
| - Ask Ss to work in groups. | - Work in groups. |
| - Ask Ss to tell another group their ideas | - Practice speaking |
| -Have some students demonstrate the activity in front of the class.  | - Watch the demonstration. |
| -Monitor the class and help them if necessary. | - Work in pairs to share the ideas. |
| - Ask some groups to share their ideas. | - Share the ideas with the class. |
|  | ***Suggested Answers****I want to take a gap year after* *graduating from high school because I can gain new experiences, learn about different cultures, and contribute to communities in need* |

**5. Writing (5’)**

a. Objectives: Review the target language learned in the unit

b. Content: Writing

c. Expected outcomes: Ss can practice test-taking skills.

d. Organization:

|  |  |
| --- | --- |
| **Teacher’s activities** | **Students’ activities** |
| **Task a.** **In pairs: Check one of your partner's final writing passages for Units 4–5 using Feedback forms from the lessons.** |  |
| - Ask Ss to work in pairs. | - Work in pairs. |
| - Ask Ss to check one of your partner's final writing passages for Units 4–5 using Feedback forms from the lessons. | - Check writing passages |
| -Choose some students’ paragraphs and correct them in front of the class | - Listen to feedback. |
|  |  ***Feedback form*** |
| **Task b. Make a list of things you need to remember for your future writing.** |  |
| - Ask Ss to make a list of things you need to remember for their future writing | - Complete the task. |
| - Ask some students to share their ideas. | - Share the ideas with the class. |
|  | ***Suggested answer:***1. ***Clarity and conciseness:*** *Strive for clear and concise communication.*
2. ***Grammar and punctuation****: Maintain proper grammar and punctuation.*
3. ***Organization and structure****: Ensure logical organization and coherent structure.*
4. ***Proofreading and editing****: Carefully proofread and edit your work for errors.*
5. ***Purpose and focus****: Clearly define your purpose and stay focused on your topic.*
6. ***Revision and feedback:*** *Take time to revise and seek feedback for improvement.*
 |
| **Task c. Compare your list with another group and add anything you think is useful.** |  |
| - Ask Ss to compare their lists with another group and add anything they think is useful. | - Complete the task. |
| - Ask some students to share their ideas. | - Share the ideas with the class. |

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

**- Vocabulary:**

1. entrepreneur

2. physical therapist

3. voluntary

4. reward

5. satisfaction

* Review the target language learned in the unit.
* Practice test-taking skills.
* Prepare for the next lesson (Revision).
* Play the consolidation games on [www.eduhome.com.vn](http://www.eduhome.com.vn/)

**5. Reflection**

a. What I liked most about this lesson today:

…………………………………………………………………………………………

b. What I learned from this lesson today:

…………………………………………………………………………………………

c. What I should improve for this lesson next time:

…………………………………………………………………………………………