**UNIT 4: COMMUNITY SERVICES**

 **Lesson 4 – Review (Pages 92, 93)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- review words about charity and fund raising activities *(donate clothes, bake sale, car wash, clean up parks, craft fair, raise money, plant trees, etc.)* and talk about them.

- review grammar: Past simple form of regular verbs, making suggestions.

- review how to plan charity events.

- pronoun some sounds correctly: “ed” endings, /ʌ/, /ei/, /ɔ/, / ʊ /.

- put stress on words with two and three syllables.

**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 a boy talking to his friend about different kinds of community service. Listen and complete questions 1– 5. You will hear the conversation twice.  | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| **- Reading**: Look and read. Choose the correct answer (A, B, or C). | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - **Vocabulary:** Fill in the blanks with the words from the box. | - Ss’ answers. | - T’s feedback/Peers’ feedback. |
| - **Grammar:** Fill in the blanks with the Past Simple form of the verbs in brackets. + Underline the mistake in each sentence. Write the correct word on the line. | - Ss’ answers | - T’s feedback/Peers’ feedback. |
| **-Pronunciation**: Circle the word that has the underlined part pronounced differently from the others.+ 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. |

**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:** Slogan competition / Poster designing competition.

**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: Slogan competition**

- Divide class into groups of 4 or 5.- Have Ss close their books.- Choose a charity activity (It can be: *craft fair, tree planting day, car wash, soup kitchen,* …).- Have Ss work in groups to think and write a slogan for the activity.- Have Ss in groups their share their answers with the whole class.- Have Ss in the class vote for the best slogan.- Give feedback and announce the winner.- Give an applause or a present to the winner.- Lead to the new lesson.* **Option 2: Poster designing competition**

- Divide class into groups of 4 or 5.- Have Ss close their books.- Choose a charity activity (It can be: *craft fair, tree planting day, car wash, soup kitchen,* …).- Have Ss work in groups to design a poster for the activity.- Have Ss in groups their share their products with the whole class.- Have Ss in the class vote for the best poster.- Give feedback and announce the winner.- Give applause or a present to the winner.- Lead to the new lesson.**\*Note:** In order for this activity to be carried out smoothly, T can have Ss prepare at home, then show their products in front of the class. | - Work in groups to write slogan.- Give answers.- Vote for the best slogan.- Listen.- Work in groups to design posters.- Hang the poster on the board.- Vote for the best posters.- Listen. |

**B. New lesson (35’)**

* **Activity 1: Listening (7’)**

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

**b) Content:**

**-** You will hear a boy talking to his friend about different kinds of community service. Listen and complete questions 1– 5. You will hear the conversation twice.

**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 a boy talking to his friend about different kinds of community service. Listen and complete questions 1– 5. You will hear the conversation twice.**- Have Ss read through the listening part.- Demonstrate the activity on DCR by using the example.- Play the audio (CD 2 – Track 37).- Have Ss check answers with pairs and then give answers.- Check answers as a whole class. | - Read in silence.- Listen and then give answers.**Answer keys** |

* **Activity 2: Reading (7’)**

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

**b) Content:**

- Look and read. Choose the correct answer (A, B, or C).

**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** |
| **Look and read. Choose the correct answer (A, B, or C).** - Demonstrate the activity using DCR by using the example.- Have Ss look and read, then 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 community services.

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

**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** |
| **Fill in the blanks with the words from the box**- Have Ss read the phrases and observe the pictures.- Ask Ss to work in pairs to fill in the blanks with the words from the box.- 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: Past simple form of regular verbs + making suggestions.

**b) Content:**

- Fill in the blanks with the Past Simple form of the verbs in brackets.

- Underline the mistake in each sentence. Write the correct word on the line.

**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. Fill in the blanks with the Past Simple form of the verbs in brackets.**- Have Ss retell the way to use past simple form of regular verbs.- Ask Ss to work individually to fill in the blanks with the Past Simple form of the verbs in brackets.- 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.** **Underline the mistake in each sentence. Write the correct word on the line.**- Have Ss read the sentences, underline the mistake in each sentence.- Encourage Ss to correct the mistakes.- 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, last consonant of “ed” endings.

**b) Content:**

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

- Circle 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:**

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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: /“ed” endings, /ʌ/, /ei/, /ɔ/, / ʊ /.- 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 4**: Past simple form of regular verbs, making suggestions.

**\* Vocabulary of Unit 4**: Words about charity and fund raising activities *(donate clothes, bake sale, car wash, clean up parks, craft fair, raise money, plant trees, …).*

**\* Homework:**

- Review vocabulary, grammar of unit 4.

- Do the exercises in WB: Review of Unit 4 (page 65).

- Prepare: Unit 5 – New words and Listening (page 36 – 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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