**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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