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

**UNIT 7: URBAN LIFE**

**Review: Grammar, Pronunciation, Speaking & Writing (Pages 109 & 110)**

**1. Objectives**

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

**1.1. Language knowledge/ skills**

- use adverbial clauses/phrases of reason and result in speaking and writing.

- improve word stress and /æ/ & /dʒ/ sounds.

- talk about problems in a city, future results, and solutions.

- write problem and solution paragraphs.

**1.2. Competences**

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

**1.3. Attributes**

- nurture Ss’ patience and attention to detail for consistent practice and repetition to reinforce learning and build fluency.

- foster empathy and social awareness among Ss and inspire them to become active and responsible citizens.

**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**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Finish each of the sentences so they have the same meaning as the sentence before it.  - Choose the correct answer (A, B, C, or D).  - Circle the word that differs from the other three in the position of primary stress in each of the following questions.  **-** Circle the word that has the underlined part pronounced differently from the others.  - Look at the signs. Choose the best answers.  - In pairs: Talk about some problems in your town/city, the results and solutions to each problem.  - Write about two problems your town or city has and suggest potential solutions. | **-** Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ performance /presentation.  - Ss’ answers. | - Observation and feedback.  - Observation and feedback.  - Observation and feedback.  - Observation and feedback.  - Observation and feedback.  - Observation and feedback.  - Observation and feedback. |

**4. Procedures**

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

a. Objectives: To review vocabulary to talk about city problems.

b. Content: ‘Pass The Ball’ game

c. Expected outcomes: Ss can name some problems in a city.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Game: Pass The Ball**  - Instruct Ss to play the game.  - Time limit: 5 minutes  [**https://eduhome.com.vn/**](https://eduhome.com.vn/)  **(DHA phần mềm trò chơi tương tác)** | * Listen to the instructions. * Pass the ball and name a problem when the music stops. |

**B. New Lesson (35’)**

**1. Grammar (10’)**

a. Objectives: To review adverbial clauses of result and adverbial clauses/phrases of reason.

b. Content: Listen twice and fill in the blanks.

c. Expected outcomes: Ss can listen and fill in the blanks.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Review: Adverbial clauses of result and adverbial clauses/phrases of reason.**  - Use questions to gauge Ss’ prior knowledge of adverbial clauses of result and reason.  ***Suggested Questions:***  *1. What can we use ‘adverbial clauses of result’ for?*  *2. Can you identify common structures within adverbial clauses of result?*  *3. Can you provide an example of a sentence that contains an adverbial clause of result?*  *3. How do adverbial clauses of result differ from adverbial clause of reason?*  *4. Does a phrase or clause follow ‘Because of’?*  *5. Can you create one sentence that includes an adverbial clause of reason, and then rewrite that sentence using an adverbial phrase of reason?*  - Show the use and structures of adverbial clauses of result and reason.  - Give illustrative examples and help Ss convert an adverbial clause of result into an adverbial clause of reason within a sentence, and vice versa. | - Listen to the questions and answer.  ***Answer Keys:***  *1. to show the result of an action or a situation.*  2. *S + V + SO + adj/adv + THAT + S + V (+ Object)*  *S + V + SUCH + noun/noun phrase + THAT + S + V (+ Object)*  *3.* ***Function/Use:*** *Adverbial clauses of result focus on the consequence, while adverbial clauses of reason focus on the cause.*  ***Structure:*** *Adverbial clauses of result commonly use words like "so that," "such...that," to indicate result, whereas adverbial clauses of reason use words like "because," "since," or "as" to indicate reason.*  *4. a noun/noun phrase follows ‘because of’*  *5. Ss’ answers.*  - Observe and take notes. |
| **Finish each of the sentences so they have the same meaning as the sentence before it.**  - Demonstrate the activity using the example.  - Have Ss complete the work.  - Have Ss check their answers with a partner.  - Invite 4 Ss, each completes each sentence and reads the sentence aloud.  - Check the answers and feedback. | - Listen to the instructions.  - Complete the work.  - Check their answers with a partner.  - Read the answers aloud.  ***Answer Keys:***  *1. any fish left in ten years because we're polluting so many rivers. 2. a new bridge because the old one was causing so many traffic jams. 3. making so much noise that the government banned it after 10 p.m. 4. build 50 new apartment buildings by 2030 because the population is rising so quickly. 5. getting so bad that there won't be any tourists in ten years. 6. so many pedestrians that the city built lots of new crosswalks. 7. banned plastic bags because people were throwing away so much trash. 8. so quickly that people had a hard time finding houses.* |
| **Conversation: Choose the correct answer (A, B, C, or D).**  - Demonstrate the activity using the example.  - Have Ss choose the correct answer and justify the answer.  - Check around the class.  - Elicit answers from some Ss. | - Listen to the instructions.  - Choose and justify the answer.  - Share the answers.  ***Answer Keys:***  *1. D 2. C 3. C 4. B* |

**2. Pronunciation (8’)**

a. Objectives: To improve word stress and /æ/ & /dʒ/ sounds.

b. Content: Tasks a, b, and in the real world.

c. Expected outcomes: Ss can improve their word stress and /æ/ & /dʒ/ sounds.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **a. Circle the word that differs from the other three in the position of primary stress in each of the following questions.**  - Have Ss say the words and choose the correct answer.  - Have Ss check their answers with a partner.  - Check Ss’ answers around the class.  - Have Ss read the words aloud. | - Complete the task.  - Check the answers with a partner.  ***Answer Keys:***  *1. C 2. B*  *-* Read the sentences aloud. |
| **b. Circle the word that has the underlined part pronounced differently from the others.**  - Have Ss say the words and choose the correct answer.  - Have Ss check their answers with their partner.  - Check Ss’ answers around the class.  - Have Ss read the words aloud as the whole class or individually. | - Complete the task.  - Check the answers with their partner.  ***Answer Keys:***  *1. A 2. B*  *-* Read the sentences aloud. |
| **In the real world: Look at the signs. Choose the best answers.**  - Have Ss look at the signs and choose the best answers.  - Have Ss check their answers with their partner.  - Check Ss’ answers around the class.  - Have Ss read the sentences aloud. | - Complete the task.  - Check the answers with their partner.  ***Answer Keys:***  *1.D 2. A*  - Read the sentences aloud. |

**3. Speaking (10’)**

a. Objectives: To talk about problems in a city, future results, and solutions.

b. Content: Talk about some problems in your town/city and the result of each problem. What are some solutions for each problem?

c. Expected outcomes: Ss can talk about problems in a city, future results, and solutions.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **In pairs: Talk about some problems in your town/city and the result of each problem. What are some solutions for each problem?**  - Have Ss work in pairs and talk about some problems in a city, future results, and solutions to them.  - Go around the class and support those in need.  - Invite 1-2 pairs of students to perform in front of the class. | - Talk in pairs.  - Perform in front of the class.  ***Suggested answer:***  *A: Okay, let’s start. One of the biggest problems in our town is traffic jams. It causes delays and accidents.*  *B: Definitely. Pollution levels have increased too because of all the vehicles stuck in traffic.*  *A: That’s true. So, what do you think could be a solution to this problem?*  *B: Well, encouraging people to use public transportation could help. It could reduce the number of cars on the road.*  *A: I agree. More people riding bikes could help too. However, there should be bike lanes to ensure the safety of cyclists.*  *B: That’s right.* |

**4. Writing (7’)**

a. Objectives: To review writing skills about a problem and solution paragraph.

b. Content: Write about two problems your town or city has and suggest potential solutions. Write 100 to 120 words.

c. Expected outcomes: Ss can write a problem and solution paragraph.

d. Organization

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| **Teacher’s activities** | **Students’ activities** |
| **Write about two problems your town or city has and suggest potential solutions. Write 100 to 120 words.**  - Ask some questions to review how to write a problem and solution paragraph.  - Show the writing skills box: How to write a problem and solution paragraph.    - Have Ss use the speaking ideas to write.  - Have Ss exchange their writing with a partner and give feedback to one another. | - Answer the questions.  - Listen and take notes.  - Write a problem and solution paragraph.  - Exchange the writing with a partner and give feedback to one another. |

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

* Review Grammar points and writing skills.
* Prepare for the next lesson (Unit 8: Vocabulary & Listening – pages 74 & 75 - SB)
* 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:

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b. 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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