

REVIEW 2

Lesson 1: Language

I. OBJECTIVES

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

1. Knowledge:

- Revise words related to ethnic groups, customs and traditions and lifestyles.
- Revise the sounds /k/, /g/, /n/, /ŋ/, /br/ and /pr/.
- Revise the use of articles, types of questions, countable and uncountable nouns, future simple tense and first conditional.

2. Core competence:

- Develop communication skills and creativity.
- Be collaborative and supportive in pair work.
- Actively join in class activities

3. Personal qualities

- Develop self-study skills

II. MATERIALS

- Grade 8 textbook, Review 2 – Language.
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of language exercises.	<ul style="list-style-type: none"> - Encourage students to work in pairs, in groups so that they can help each other. - Design as many exercises as games as possible. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (5 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson.
- To lead into the new lesson.

b. Content:

- Game: Finding keywords

c. Expected outcomes:

- Ss can guess the topic through pictures.

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> - Teacher shows 3 pictures (about Unit 4-5-6) and asks students to find a keyword for each picture. - Students work individually, look at the pictures and guess the topic. - Students raise hands to answer. - Teacher and students discuss the answers. - Teacher checks the answers as a class. 	<p>Picture 1: Ethnic groups of Viet Nam</p> <p>Picture 2: Our customs and traditions.</p> <p>Picture 3: Lifestyles</p>

e. Assessment

- Teacher's feedback.

2. ACTIVITY 1: PRONUNCIATION (7 mins)

a. Objectives:

- To help Ss revise the sounds /k/, /g/, /n/, /ŋ/, /br/ and /pr/.

b. Content:

- Task 1: Circle the word which has the underlined part pronounced differently in each group. Then listen and repeat.

c. Expected outcomes:

- Ss can distinguish the sounds they have learnt.

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Circle the word which has the underlined part pronounced differently in each group. Then listen and repeat. (7 mins)	
<ul style="list-style-type: none"> - Teacher writes some words containing the sounds: /k/, /g/, /n/, /ŋ/, /br/ and /pr/. - Teacher underlines the letter(s) containing the sounds. - Teacher asks Ss to read the words on the board aloud and then corrects them if needed. - Teacher allows Ss some time to do the exercise. - Ss work individually and circle the words. - Teacher plays the recording for Ss to listen and check their answers. - Teacher calls on some Ss to share their answers. - Teacher confirms the correct answers as a class. - Teacher plays the recording again for Ss to listen and repeat in chorus and then individually. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. C 2. B 3. D 4. A 5. D

e. Assessment

- Teacher's observation and feedback.

3. ACTIVITY 2: VOCABULARY (13 mins)

a. Objectives:

- To help Ss focus on the combination of verbs and nouns.

- To provide Ss with more practice on the use of some key words and phrases in a new context.

b. Content:

- Task 2: Match a verb or verb phrase in A with a noun or noun phrase in B.

- Task 3: Complete the sentences with the words and phrases from the box.

c. Expected outcomes:

- Students can match the verbs with correct nouns and use suitable words to fill in the gaps.

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Task 2: Match a verb or verb phrase in A with a noun or noun phrase in B. (5 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to work individually to read the verbs/ verb phrases and the nouns carefully. - Teacher asks Ss to do the exercise individually. - Ss match a verb or verb phrase in A with a noun or noun phrase in B. - Teacher confirms the correct answers as a class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. d 2. e 3. b 4. a 5. c
Task 3: Complete the sentences with the words and phrases from the box. (8 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to work in pairs. - Teacher asks Ss to read the words in the box first and see if they remember their meanings. - Ss read each sentence and decide which word or phrase from the box best fits in. - Teacher confirms the answers as a class. - Teacher highlights the key words in each sentence which helps Ss do the task. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. decorative items 2. festivals 3. lifestyle 4. habit 5. minority group

e. Assessment

- Teacher's observation and feedback

4. ACTIVITY 3: GRAMMAR (15 mins)

a. Objectives:

- To help Ss revise the use of articles, types of questions, countable and uncountable nouns.
- To provide Ss with more practice on the use of the simple future tense.

b. Content:

- Task 4: Choose the correct answer A, B, or C to complete each sentence.
- Task 5: Use the correct forms of the verbs in brackets to complete the sentences.

c. Expected outcomes:

- Ss can use what they have just revised to do the exercises well.

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Task 4: Choose the correct answer A, B, or C to complete each sentence. (7 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to work in pairs. - Ss read each sentence and decide which answer (A, B, or C) best completes the sentence. - Teacher calls on some Ss to share their answers with the class. - Teacher confirms the correct answers as a class. - Teacher explains if necessary. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. C 2. B 3. A 4. B 5. A
Task 5: Use the correct forms of the verbs in brackets to complete the sentences. (8 mins)	
<ul style="list-style-type: none"> - Teacher helps Ss revise the use of will for the simple future by writing two sentences on board, in which will is used in the situations Ss have learnt. For example, "<i>I'll do the painting tomorrow.</i>" and "<i>If you agree, we will research about Mount Everest.</i>" - Teacher asks Ss to work individually. - Teacher asks Ss to read the sentences and underline the signals that require the use of the future before they do the exercise. - Teacher calls on some Ss to share their answers with the class. - Teacher confirms the correct answers as a class. - Teacher explains if necessary. Teacher may then call on some Ss to read aloud the correct sentences. 	<p><i>Answer key:</i></p> <ol style="list-style-type: none"> 1. will build 2. will celebrate 3. will never forget 4. am 5. will never know

e. Assessment

- Teacher's observation and feedback.

5. CONSOLIDATION (5 mins)

a. Wrap-up

- Teacher asks Ss to summarise the main points of the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for Review 2 – Skills.

Board Plan

<p><i>Date of teaching</i></p> <p>REVIEW 2</p> <p>Lesson 1: Language</p> <p>*Warm-up</p> <p>* Pronunciation</p> <p>Task 1: Circle the word.</p> <p>* Vocabulary</p> <p>Task 2: Match.</p> <p>Task 3: Complete the sentences.</p> <p>* Grammar</p>

Task 4: Choose the correct answer.

Task 5: Use the correct forms of the verbs.

***Homework**

REVIEW 2

Lesson 2: Skills

I. OBJECTIVES

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

1. Knowledge:

- practise reading for specific information about an event schedule.
- practise talking about the reasons for people moving from the countryside to the city.
- practise listening for specific information about life in the countryside.
- practise writing correct sentences from clues.

2. Core competence:

- Develop communication skills and creativity.
- Be collaborative and supportive in pair work.
- Actively join in class activities

3. Personal qualities

- Develop self-study skills

II. MATERIALS

- Grade 8 textbook, Review 2 – Skills
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Students may find the lesson boring due to a large number of skills exercises.	<ul style="list-style-type: none"> - Encourage students to work in pairs, in groups so that they can help each other. - Provide feedback and help if necessary.

III. PROCEDURES

1. WARM-UP (6 mins)

a. Objectives:

- To create an active atmosphere in the class before the lesson.
- To lead into the new lesson.

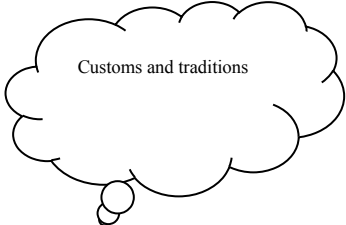
b. Content:

- Chatting

c. Expected outcomes:

- Ss can talk about the customs and traditions in their neighbourhood that they know.

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
<ul style="list-style-type: none"> - Teacher asks Ss to work individually and think of the customs and traditions that they know in their neighbourhood. - Teacher calls on some Ss to give their ideas. - Teacher gives comments and leads Ss to the new lesson. 	

e. Assessment

- Teacher's feedback.

2. ACTIVITY 1: READING (9 mins)

a. Objectives:

- To provide Ss with practice on reading an event schedule for specific information.

b. Content:

- Task 1: Read the schedule of the Spring Fair and select the event that each person wants to attend. Write the event names in the table.

c. Expected outcomes:

- Ss can find suitable events that each person wants to attend.

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the schedule of the Spring Fair and select the event that each person wants to attend. Write the event names in the table. (9 mins)	
<ul style="list-style-type: none"> - Teacher familiarise Ss with quite a new genre, event schedule, by asking them to look quickly at the text and answer "What's the name of the event?", "When is it?", "Where is it?", "What events are there at the fair?". The answer to the last question would help guide Ss where to look for the information to answer the questions in the exercise. - Teacher asks Ss to do the exercise individually. Guide them to read the information in the table about each person first, then decide the event for them. - Teacher calls on some Ss to share their answers with the class. - Teacher confirms the correct answers as a class and explains if needed. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Childhood Fun 2. A Pottery Village 3. Performances 4. Ethnic Markets 5. Photo Exhibition

e. Assessment

- Teacher's observation and feedback.

3. ACTIVITY 2: SPEAKING (7 mins)

a. Objectives:

- To provide Ss an opportunity to talk about why they think people are moving to the city

b. Content: Task 2: Work in pairs. Read the list below and tick the main reason(s) for people moving from the countryside to the city. Explain your choice.

c. Expected outcomes:

- Students can talk about the main reason(s) for people moving from the countryside to the city and explain their choice.

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Task 2: Work in pairs. Read the list below and tick the main reason(s) for people moving from the countryside to the city. Explain your choice. (7 mins)	
<ul style="list-style-type: none"> - Teacher has Ss work in pairs or groups. - Teacher asks Ss to read the list, discuss and tick the reason(s) they all agree with. - Teacher allows Ss some time to talk, and maybe take notes of their explanations. - Teacher calls on some pairs or groups to report their answers to the class. Each pair or group may answer just one question to allow time for more pairs and groups. - Teacher listens and comments, especially on the explanations. 	<ol style="list-style-type: none"> 1. To look for well-paid jobs ☐ 2. To look for better services ☐ 3. To enjoy crowded and noisy areas ☐ 4. To have better educational opportunities ☐ 5. To experience different types of food and entertainment ☐

e. Assessment

- Teacher's observation and feedback

4. ACTIVITY 3: LISTENING (8 mins)

a. Objectives:

- To provide Ss with more practice on listening for specific information.

b. Content:

- Task 3: Listen to Phong talking about life in the countryside and complete each sentence with one word.

c. Expected outcomes:

- Ss can listen for specific information and fill in the gaps with correct words.

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Task 3: Listen to Phong talking about life in the countryside and complete each sentence with one word. (8 mins)	

<ul style="list-style-type: none"> - Teacher asks Ss to read the sentences first to get an overall idea of what they are going to listen and to decide what information they need to answer the questions. - Teacher plays the recording and allows Ss some time afterwards to complete their answers. - Teacher checks the answers as a class. If needed, play the recording again and pauses when an answer comes. - Teacher confirms the correct answers as a class. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. vacation 2. traditional 3. products 4. necessary 5. meet
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c. Assessment

- Teacher's observation and feedback.

5. ACTIVITY 3: WRITING (10 mins)

a. Objectives:

- To provide Ss with practice in writing correct sentences from clues.

b. Content:

- Task 4: Write complete sentences from the clues below. You may have to make some changes.

c. Expected outcomes:

- Ss can write complete sentences from the given clues.

d. Organisation

TEACHER AND STUDENTS' ACTIVITIES	CONTENTS
Task 4: Write complete sentences from the clues below. You may have to make some changes. (10 mins)	
<ul style="list-style-type: none"> - Teacher asks Ss to read the clues of the whole text to have a general idea of what the text is about and what tense is most suitable for each sentence. - Teacher asks Ss to work individually. - Teacher allows Ss some time to complete the sentences. - Teacher calls on some Ss to read aloud their sentences. - Teacher gives comments. - Teacher provides correct sentences. Explains if needed. 	<p>Answer key:</p> <ol style="list-style-type: none"> 1. Many Vietnamese families often teach their children to respect the elders. 2. There are many ways to show respect. 3. You can give up a seat or offer to carry something heavy for the elders. 4. You should listen and don't talk back when the elders speak. 5. At mealtimes, children should not start eating before the elders do.

e. Assessment

- Teacher's observation and feedback.

6. CONSOLIDATION (5 mins)

a. Wrap-up

- Teacher asks Ss to summarise the main points of the lesson.

b. Homework

- Do exercises in the workbook.
- Prepare for Unit 7 – Getting started

Board Plan

<p><i>Date of teaching</i></p> <p>REVIEW 2</p> <p>Lesson 2: Skills</p> <p>*Warm-up</p> <p>* Reading</p> <p>Task 1: Read and select the event.</p> <p>* Speaking</p> <p>Task 2: Read and tick.</p> <p>* Listening</p> <p>Task 3: Listen and complete each sentence.</p> <p>* Writing</p> <p>Task 4: Write complete sentences.</p>

***Homework**