

REVIEW 1 (UNITS 1-2-3)

Lesson 1: Language

I. OBJECTIVES

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

1. Knowledge

- Vocabulary: revise lexical items related to leisure activities, expressions about likes and dislikes, life in the countryside; teen school clubs, teens' use of social media, and teen stress;
- Pronunciation: pronounce the sounds /ʊ/ and /u:/; /ə/ and /ɪ/; /ʊə/ and /ɔɪ/ correctly in words and sentences;
- Grammar: use verbs of liking / disliking followed by gerunds and / or to-infinitives to talk about likes and dislikes; use the comparative forms of adverbs; use simple sentences and compound sentences;

2. Competences

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

3. Personal qualities

- Be ready and confident in the midterm test

II. MATERIALS

- Grade 8 textbook, Review 1, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / teamwork.	<ul style="list-style-type: none"> - Encourage Ss to work in groups so that they can help one another. - Give short, clear instructions, 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:

- Keywords game

c. Expected outcomes:

- Students are able to recall the topic of 3 previous units.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Keywords game: - Teacher shows 3 sets of pictures and asks students to	Suggested answers: - Leisure time

find a keyword for each set of pictures. - Students raise hands to answer. - Teacher and students discuss the answers. - Teacher checks the answers as a class.	- Life in the countryside - Teenagers
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e. Assessment

- Teacher checks and corrects students' answers (if needed).

2. ACTIVITY 1: PRONUNCIATION (5 mins)

a. Objectives:

- To help Ss review pairs of sounds /ʊ/ and /u:/, /ə/ and /ɪ/, and /ʊə/ and /ɔɪ/ in Units 1 - 3.

b. Content:

- Task 1: Circle the word whose underlined part is pronounced differently from the others.

c. Expected outcomes:

- Students know how to identify between pairs of sounds.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Circle the word whose underlined part is pronounced differently from the others. (5 mins)	
- Write some words containing the sounds taught in Units 1 - 3 on the board. - Underline the letter(s) containing the sounds. - Ask Ss to read the words on the board aloud. Correct them if needed. - Allow Ss some time to do the exercise. - Call on some Ss to share their answers. - Confirm the correct answers as a class.	Answer key: 1. B 2. D 3. B 4. C 5. B

e. Assessment

- Teacher checks students' understanding by asking some checking-questions.

3. ACTIVITY 2: VOCABULARY (11 mins)

a. Objectives:

- To help Ss review new vocabulary learnt in Units 1 - 3.
- To provide Ss with more practice with the use of some key words.

b. Content:

- Task 2: Circle the correct answer A, B, or C.
- Task 3: Complete the sentences with the words from the box.

c. Expected outcomes:

- Ss are able to recall the vocabulary items and their form.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2: Circle the correct answer A, B, or C. (5 mins)	
- Have Ss work individually. - Then ask some Ss to read out their answers. - Confirm the correct answers. - Correct Ss' pronunciation if necessary.	Answer key: 1. B 2. C 3. B 4. A 5. B
Task 3: Complete the sentences with the words from the box. (6 mins)	

<ul style="list-style-type: none"> - Have Ss do this exercise individually or in pairs. - Have Ss read the words in the box first and see if they remember their meanings. - Ask Ss to read each sentence and decide which word from the box best fits in. - Confirm the answers as a class. Highlight the key word(s) in each sentence which helps Ss do the task. 	Answer key: 1. hospitable 2. pressure 3. focus 4. trained 5. bully
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e. Assessment

- Teacher corrects students by going around while they're practising.

4. ACTIVITY 3: GRAMMAR (12 mins)

a. Objectives:

- To help Ss revise the use of verbs of liking / disliking + gerunds and comparative adverbs
- To provide Ss with more practice on the use of connectors that connect independent clauses to make compound sentences: *so*, *but*, *and*, *otherwise*, *therefore*.

b. Content:

- Task 4: Choose the correct answer A, B, or C.
- Task 5: Underline the correct bold word in each sentence.

c. Expected outcomes:

- Students remember the learnt grammar points in Units 1, 2, 3

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 4: Choose the correct answer A, B, or C.	
<ul style="list-style-type: none"> - Have Ss do the task individually or in pairs. - Ask Ss to read each sentence and decide which answer (A, B, or C) best completes the sentence. - Call on some Ss to share their answers with the class. - Confirm the correct answers as a class. Explain if necessary. 	Answer key: 1. B 2. A 3. C 4. B 5. A
Task 5: Underline the correct bold word in each sentence. (5 mins)	
<ul style="list-style-type: none"> - Help Ss revise the use of connectors that connect independent clauses to make compound sentences: <i>so</i>, <i>but</i>, <i>and</i>, <i>otherwise</i>, <i>therefore</i> by writing one sentence with <i>so</i> (or <i>but</i>, <i>and</i>) and one sentence with <i>therefore</i> (or <i>otherwise</i>). - Remind them of the use of these connectors and the punctuation that goes with them. For example, all these connectors stand at the beginning of the second clause: <i>so</i>, <i>but</i>, <i>and</i> stand behind a comma; <i>otherwise</i> and <i>therefore</i> stand between a semicolon and a comma. - Have Ss work individually or in pairs. - Ask Ss to read the sentences and underline the clues that show the appropriate connector to use before Ss do the exercise. - Call on some Ss to share their answers with the class. - Confirm the correct answers as a class. Explain if necessary. T may then call on some Ss to read aloud the correct sentences. 	Answer key: 1. so 2. but 3. otherwise 4. and 5. therefore

e. Assessment

- Teacher gives corrections and feedback.

5. CONSOLIDATION

a. Wrap-up

- Have Ss say what they have learnt in the lesson.

b. Homework

- Do exercises in the workbook.

Board Plan

<p><i>Date of teaching</i></p> <p>Review 1</p> <p>Lesson 1: Language</p> <p>*Warm-up</p> <p>* Pronunciation</p> <p>Task 1: Circle the word whose underlined part is pronounced differently from the others .</p> <p>* Vocabulary</p> <p>Task 2: Circle the correct answer A, B, or C to complete each sentence.</p> <p>Task 3: Complete the sentences with the words from the box.</p> <p>* Grammar</p> <p>Task 4: Choose the correct answer A, B, or C.</p> <p>Task 5: Underline the correct bold word in each sentence.</p> <p>*Homework</p>

REVIEW 1 (UNITS 1-2-3)

Lesson 2: Skills

I. OBJECTIVES

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

1. Knowledge

- read for general and specific information about managing stress;
- talk about living in the countryside;
- listen for specific information about lives in the city and in the countryside;
- write a paragraph about leisure activities.

2. Competences

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

3. Personal qualities

- Be ready and confident in the midterm test

II. MATERIALS

- Grade 8 textbook, Review 1, Skills
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

Assumption

Anticipated difficulties	Solutions
Ss may lack experience of group / team work.	<ul style="list-style-type: none"> - Encourage Ss to work in groups so that they can help one another. - Give short, clear instructions, 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 lesson.

b. Content:

- Students act out a hobby without saying a word.

c. Expected outcomes:

- Students can remember words related to hobbies.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Miming game: <ul style="list-style-type: none"> - Teacher calls 1 student to the board and secretly shows him/ her a hobby. - That student acts out the hobby without saying a word. The other students raise their hands to answer. - Teacher and students discuss the answers. 	Suggested answers: <ul style="list-style-type: none"> - Gardening - Taking photos - Horse riding

e. Assessment

- Teacher corrects students' answers (if needed).

2. ACTIVITY 1: READING (7 mins)**a. Objectives:**

- To provide Ss with practice in reading for main ideas and specific information about stress

b. Content:

- Task 1: Read the passage and choose the correct answer A, B, or C.

c. Expected outcomes:

- Students are able to get the main ideas and find specific information to answer questions related to the text about managing stress

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 1: Read the passage and choose the correct answer A, B, or C. (7 mins)	
<ul style="list-style-type: none"> - Familiarise Ss with a new genre by asking them to look quickly at the text and the first paragraph then answer questions: + <i>What do you think is the purpose of the text?</i> + <i>How many subheadings are there?</i> + <i>What do you think the subheadings are about?</i> - Ask Ss to do the exercise individually. Guide them to read the information in the text. - Call on some Ss to share their answers with the class. - Confirm the correct answers as a class. Explain if needed. 	Answer key: <ol style="list-style-type: none"> 1. B 2. C 3. A 4. C 5. B

e. Assessment

- Teacher checks the students' understanding.

3. ACTIVITY 2: SPEAKING (6 mins)**a. Objectives:**

- To provide Ss with an opportunity to talk about the reasons people like / dislike living in the countryside and advantages and disadvantages of living in the city.

b. Content:

- Task 2: Work in pairs. Interview each other, using the questions below. Take notes of the answers and then report the results to the class.

c. Expected outcomes:

- Students are able to use the learnt structures and vocabulary to talk about the given topic.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 2: Work in pairs. interview each other, using the questions below. Take notes of the answers and then report the results to the class. (6 mins)	
<ul style="list-style-type: none"> - Have Ss work in pairs or groups. - Ask Ss to make notes for the three questions. - Allow Ss some time to talk. - Ask them to look at Unit 2 (if necessary) for vocabulary about life in the countryside and city, and advantages and disadvantages of living there. - Call on some pairs or groups to report their answers to 	Questions: <ul style="list-style-type: none"> - <i>What are some reasons why people like living in the countryside?</i> - <i>What are some reasons why people dislike living in the countryside?</i> - <i>What are some advantages or</i>

the class. Each pair or group answers one question to allow opportunities for other Ss. - Listen and comment, especially on the explanations.	<i>disadvantages of living in the city?</i>
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e. Assessment

- Teacher checks the students' understanding.

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 Tom and Mai talking about their lives in the city and the countryside. Fill in each blank with one word.

c. Expected outcomes:

- Students can listen for specific information to complete the table.

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 3: Listen to Tom and Mai talking about their lives in the city and the countryside. Fill in each blank with one word. (8 mins)	
<ul style="list-style-type: none"> - Have Ss read the instructions and the table first to get an overall idea of what they are going to listen to and to guess what information they need to fill in each blank. Ask them to think of the part of speech first (adjectives, verbs or nouns) and predict the possible words. - Play the recording and allow Ss some time afterwards to complete their answers. - Check the answers as a class. If needed, play the recording again and pause when an answer comes. 	Answer key: 1. places 2. convenient 3. public 4. spacious 5. hospitable

e. Assessment

- Students' peer check.

5. ACTIVITY 4: WRITING (10 mins)**a. Objectives:**

- To provide Ss with practice in writing a paragraph about a leisure activity that a member of their family does.

b. Content:

- Task 4: Write a paragraph (80 – 100 words) about the leisure activities one of your family members does. You can use the following questions as cues.

c. Expected outcomes:

- Students' paragraphs

d. Organisation

TEACHER'S AND STUDENTS' ACTIVITIES	CONTENTS
Task 4: Write a paragraph (80 – 100 words) about the leisure activities one of your family members does. You can use the following questions as cues. (10 mins)	
<ul style="list-style-type: none"> - Have Ss work individually. Ask Ss to read and answer the questions 1 - 3. - Allow Ss some time to write. - Ask them to write about 7 to 8 sentences. - Ask some Ss to read aloud their writing and give feedback on vocabulary, grammar structures showing likes and dislikes, and 	Suggested answer: <i>Students' paragraph</i>

connectors.	
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e. Assessment

- Students' peer check

6. CONSOLIDATION

a. Wrap-up

- Have Ss tell what they have learnt in the lesson.

b. Homework

- Students' workbook

Board Plan

<p><i>Date of teaching</i></p> <p>Review 1</p> <p>Lesson 2: Skills</p> <p>*Warm-up</p> <p>* Reading Task 1: Read the passage and choose the correct answer A, B, or C</p> <p>* Speaking Task 2: Work in pairs. Interview each other & report the results to the class.</p> <p>* Listening Task 3: Listen to Tom and Mai talking about their lives in the city and the countryside. Fill in each blank with one word.</p> <p>* Writing Task 4: Write a paragraph (80 – 100 words) about the leisure activities one of your family members does.</p> <p>*Homework</p>
