

## REVIEW 4 (UNITS 10 - 11 -12)

### Lesson 1: Language

#### I. OBJECTIVES

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

##### 1. Knowledge

- Revise words related to communication in the future, science and technology and life on other planets.
- Revise the stress in words ending in -ese and -ee, sentence stress and intonation for making list
- Revise the use of prepositions of place and time, possessive pronouns, reported speech (statements and questions)

##### 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 benevolent and responsible
- Develop self-study skills

#### II. MATERIALS

- Grade 8 textbook, Review 4, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

#### Assumption

| Anticipated difficulties                                                            | Solutions                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Students may not understand pronunciation, vocabulary and grammar clearly.       | <ul style="list-style-type: none"> <li>- Review before doing exercise.</li> <li>- Provide feedback and help if necessary.</li> </ul>                                                                                                              |
| 2. Students may find the lesson boring due to a large number of language exercises. | <ul style="list-style-type: none"> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Design as many exercises as games as possible.</li> <li>- Provide feedback and help if necessary.</li> </ul> |

#### 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 unit.

###### b. Content:

- Game: Whisper

###### c. Expected outcomes:

- To remind students the knowledge that they have learnt in Units 10-11-12

| TEACHER'S AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                       | CONTENTS                                                                                                                                                                 |
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| <b>Whisper</b><br>- Divide the class into four teams. One representative from each team comes to the board. Teacher gives them a sentence. That person will then whisper what she/he heard to the next person. Each person can only say, " <i>Can you please repeat that?</i> " one time. When the message reaches the end of the chain that person must speak out loud. | <b>Sentences:</b><br>1. We can't connect to the Internet in this room.<br>2. There are eight planets in our solar system.<br>3. I have one TV, one radio and two tables. |

## 2. ACTIVITY 1: PRONUNCIATION (10 mins)

### a. Objectives:

- To help students revise the pronunciation they have learnt in the unit

### b. Content:

- Task 1a: Choose the word which has a different stress pattern from that of the others.
- Task 1b: Read the sentences out loud with the correct stress. How many stressed words are there in each sentence? Listen, check, and repeat.
- Task 1c: Draw a suitable arrow above each underlined word to show intonation. Then listen and repeat.

### c. Expected outcomes:

- Ss can say words and sentences with correct stress and intonation

### d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                      | CONTENTS                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Task 1a: Choose the word which has a different stress pattern from that of the others. (3 mins)</b>                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                         |
| - Have Ss do this exercise individually then share their answers with a partner before sharing their answers. Confirm the correct answers. Have some Ss read out the words.                                                                                                             | <b>Answer key:</b><br>1. A<br>2. C                                                                                                                                                                                                                                                                      |
| <b>Task 1b: Read the sentences out loud with the correct stress. How many stressed words are there in each sentence? Listen, check, and repeat. (3 mins)</b>                                                                                                                            |                                                                                                                                                                                                                                                                                                         |
| - Elicit the rules for using stress in sentences. Have Ss do this exercise individually then share their answers with their partners before sharing their answers with the class. Confirm the correct answers.<br>- Invite some Ss to read the sentences aloud with the correct stress. | <b>Answer key:</b><br>3. <b>How</b> will <b>people</b> <b>travel</b> to <b>work</b> in the <b>future</b> ?<br>-> 5 stressed words<br>4. A: Will <b>technology</b> <b>replace</b> <b>humans</b> in the <b>future</b> ?<br>-> 4 stressed words<br>B: <b>No</b> , it <b>won't</b> .<br>-> 2 stressed words |
| <b>Task 1c: Draw a suitable arrow above each underlined word to show intonation. Then listen and repeat. (4 mins)</b>                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                         |
| - Elicit the rules of intonation in sentences showing a list. Ss do this exercise individually then share their answers with their partners before sharing them with the class. Confirm the correct answers.<br>- Invite some Ss to read the sentences aloud with correct intonation.   | <b>Answer key:</b><br>Up tone: words in blue<br>Down tone: words in red<br>5. I can remember the names of some planets, such as <u>Venus</u> , <u>Neptune</u> , and <u>Mars</u> .<br>6. They have a <u>TV</u> , a <u>fridge</u> , a <u>table</u> , and four <u>chairs</u> .                             |

**e. Assessment**

- Teacher checks students' answers and gives feedback.

**3. ACTIVITY 2: VOCABULARY (10 mins)**

**a. Objectives:**

- To help Ss revise the vocabulary items they have learnt in the unit.

**b. Content:**

- Task 2: Choose the correct answer A, B, or C.
- Task 3: Fill in each blank with the suitable form of the word given.

**c. Expected outcomes:**

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

**d. Organisation**

| TEACHER'S AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                 | CONTENTS                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Task 2: Choose the correct answer A, B, or C. (4 mins)</b>                                                                                                                                                                                                                                                      |                                                                                                               |
| <ul style="list-style-type: none"> <li>- Have Ss do this exercise individually and then share their answers with their partners.</li> <li>- Check and confirm the correct answers.</li> </ul>                                                                                                                      | <b>Answer key:</b><br>1. B<br>2. A<br>3. C<br>4. B<br>5. C                                                    |
| <b>Task 3: Fill in each blank with the suitable form of the word given. (6 mins)</b>                                                                                                                                                                                                                               |                                                                                                               |
| <ul style="list-style-type: none"> <li>- Ask Ss what kind of word (i.e., noun, verb, etc.) can be used to fill in the blanks. Elicit their answers.</li> <li>- Ss do this exercise individually.</li> <li>- Call on two Ss to write their answers on the board.</li> <li>- Confirm the correct answers.</li> </ul> | <b>Answer key:</b><br>1. possibility<br>2. recognition<br>3. communication<br>4. connection<br>5. translation |

**e. Assessment**

- Teacher checks students' answers and gives feedback.

**4. ACTIVITY 3: GRAMMAR (12 mins)**

**a. Objectives:**

- To help Ss revise the grammar they have learnt in the unit.

**b. Content:**

- Task 4: Which of the underlined parts in each question is incorrect? Find and correct it.
- Task 5: Change these sentences into reported speech.

**c. Expected outcomes:**

- Students are able to recall the learnt grammar points in Units 10, 11, 12

**d. Organisation**

| TEACHER'S AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                           | CONTENTS                                                                                                                 |
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| <b>Task 4: Which of the underlined parts in each question is incorrect? Find and correct it. (5 mins)</b>                                                                                                                                                                                                    |                                                                                                                          |
| <ul style="list-style-type: none"> <li>- Have Ss do this exercise on their own first.</li> <li>- Have Ss compare their answers with a classmate.</li> <li>- Invite Ss to share their answers. Ask them to explain their answers and correct the mistakes.</li> <li>- Confirm the correct answers.</li> </ul> | <b>Answer key:</b><br>1. B (on → for)<br>2. C (by → in)<br>3. C (your → yours)<br>4. B (in → of)<br>5. B (for → by / at) |

**Task 5: Change these sentences into reported speech. (7 mins)**

- Ss do this individually and compare their answers with a partner.
- Call some Ss to go to the board to write their sentences. Other Ss comment.
- Confirm the correct sentences. Revise the structures if needed.

**Answer key:**

1. My friend asked me what planet I wanted to visit.
2. She told me (that) she was reading a book about future ways of communication then.
3. Lan asked Nam how teachers would check attendance in the future.
4. Our club president said (that) we were having a video conference with other clubs the next / following week.
5. I asked my mum when there would be a full moon.

**5. CONSOLIDATION (5 mins)**

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercise in the workbook.

**Board Plan**

*Date of teaching*

**REVIEW 4**

**Lesson 1: Language**

**\* Warm-up**

Whisper game

**\* Pronunciation**

Task 1a: Choose the word.

Task 1b: How many stressed words?

Task 1c: Draw to show intonation.

**\* Vocabulary**

Task 2: Choose A, B, or C.

Task 3: Fill in each blank.

**\* Grammar**

Task 4: Find and correct mistakes.

Task 5: Change the sentences into reported speech.

**\*Homework**

**REVIEW 4 (UNITS 10 - 11 -12)**

**Lesson 2: Skills**

**I. OBJECTIVES**

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

**1. Knowledge**

- reading for general and specific information about notices related to the learned topics;
- talking about study apps and devices;
- listening for specific information about the solar system;
- writing a paragraph about means of communication;

## 2. Competences

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

## 3. Personal qualities

- Be benevolent and responsible
- Develop self-study skills

## II. MATERIALS

- Grade 8 textbook, Review 4, Skills
- Computer connected to the Internet
- Projector / TV
- hoclieu.vn

### Assumption

| Anticipated difficulties                                                            | Solutions                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Students may find the lesson boring due to a large number of language exercises. | <ul style="list-style-type: none"> <li>- Encourage students to work in pairs, in groups so that they can help each other.</li> <li>- Design as many exercises as games as possible.</li> <li>- Provide feedback and help if necessary.</li> </ul> |
| 2. Some students might excessively talk in the class.                               | <ul style="list-style-type: none"> <li>- Define expectations in explicit detail.</li> <li>- Have excessive talking-students practise.</li> <li>- Continue to define expectations in small chunks (before every activity).</li> </ul>              |

## III. PROCEDURES

### WARM-UP (5 mins)

#### a. Objectives:

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

#### b. Content:

- Games: Race at the board

#### c. Expected outcomes:

- To remind students the knowledge that they have learnt in Units 10-11-12

#### d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                             | CONTENTS                                                                                                                                                                                                                                                                   |
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| <b>Race at the board</b> <ul style="list-style-type: none"> <li>- Divide the class into two or three teams. One representative from each team comes to the board.</li> <li>- Teacher asks a question or gives a problem, and the first person to write the correct answer on the board wins a point for their team.</li> </ul> | <b>Questions:</b> <ol style="list-style-type: none"> <li>1. This is an object or machine that has been invented for a particular purpose. What is it?</li> <li>2. What do you call a computer programme?</li> <li>3. The sun and the group of planets that move</li> </ol> |

|                                                                                                                                                                         |                                                                                                                                                                                                                                                                                       |
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| - The catch: the students at the board only get one try. If they all miss the question, T takes the answer from the first person in the audience who raises their hand. | <p>around it. What is it?</p> <p>4. Can you name some means of communication?</p> <p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. Device</li> <li>2. Application</li> <li>3. Solar system</li> <li>4. Post card, phone, TV, radio, newspaper, internet...</li> </ol> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 2. ACTIVITY 1: READING (7 mins)

### a. Objectives:

- To improve reading for general and specific information

### b. Content:

- Task 1: Read the notices. Tick the appropriate box(es).

### c. Expected outcomes:

- Sts can tick the right answers.

### d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                | CONTENTS                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Task 1: Read the notices. Tick the appropriate box(es).</b>                                                                                                                                                                                                                                                    |                                                                                                                                             |
| <ul style="list-style-type: none"> <li>- Teacher gives Ss some time to read all the passages carefully, then asks them to do the exercise individually.</li> <li>- Teacher asks SS to compare their answers with a partner before giving the answers.</li> <li>- Teacher confirms the correct answers.</li> </ul> | <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. A</li> <li>2. B</li> <li>3. C</li> <li>4. A</li> <li>5. A, C</li> </ol> |

### e. Assessment

- Teacher checks students' answers and gives feedback.

## 3. ACTIVITY 2: SPEAKING (7 mins)

### a. Objectives:

- To talk about studying apps and devices freely and correctly.

### b. Content:

- Task 2: Work in pairs. Ask and answer about a device or an app you use for studying. Report your partner's answers 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                                                                                                                                                                                                                                                               |
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| <b>Task 2: Work in pairs. Ask and answer about a device or an app you use for studying. Report your partner's answers to the class.</b>                                                              |                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>- Have Ss work in pairs to ask and answer about a device or an app they use for studying. Ask them to report their partner's answers to the class.</li> </ul> | <p><b>Suggested answers:</b></p> <p><i>Raz plus is an amazing app. It helps me study English more effectively. I use it almost everyday. I can read a lot of books in both fiction and non-fiction. It also helps me improve my pronunciation by listening and</i></p> |

|  |                                                                  |
|--|------------------------------------------------------------------|
|  | <i>recording. But I need to buy its account so as to use it.</i> |
|--|------------------------------------------------------------------|

**e. Assessment**

- Teacher checks students' pronunciation and gives 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 Mark talking about the solar system. Fill in each blank with no more than TWO words.

**c. Expected outcomes:**

- Students can listen for specific information to fill in the blanks.

**d. Organisation**

| TEACHER'S AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | CONTENTS                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Task 3: Listen to Mark talking about the solar system. Fill in each blank with no more than TWO words.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>- Teacher asks Ss to read all the sentences first, then try to guess the needed information to fill in the blanks.</li> <li>- After that, teacher plays the recording for the first time. Ask Ss to listen and complete the sentences. Ask for their answers and write them on the board.</li> <li>- Play the recording the second time for Ss to check their answers. Check Ss' answers.</li> <li>- Play the recording the last time if necessary, stopping at different places where Ss get the wrong answers.</li> </ul> | <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. moons</li> <li>2. rocky surfaces</li> <li>3. objects</li> <li>4. huge</li> <li>5. rings</li> </ol> |

**e. Assessment**

- Teacher's observation and feedback.

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

**a. Objectives:**

- To provide Ss with practice in writing a paragraph about a means of communication.

**b. Content:**

- Task 5: Write a paragraph (80 - 100 words) about your favourite means of communication.

**c. Expected outcomes:**

- Ss can write a paragraph using suggested questions as cues.

**d. Organisation**

| TEACHER'S AND STUDENTS' ACTIVITIES                                                                                                                                                                                                                                                                                          | CONTENTS                                                                                                                                                                                                                                            |
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| <b>Task 5: Write a paragraph (80 - 100 words) about your favourite means of communication. You may use the following questions as cues.</b>                                                                                                                                                                                 |                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>- Ask Ss to discuss and answer the questions in pairs. Then have them write their paragraphs individually.</li> <li>- Ask two students to write their paragraph on the board. Other Ss and T comment on the paragraph on the board. Then T collects some writings to give</li> </ul> | <p><b>Suggested answers:</b></p> <p>My favourite means of communication is the mobile phone. I use it every day to talk with almost anyone, from my family members to friends. It is a very convenient way of communicating with people because</p> |

|                   |                                                                                                                                                                                                                                                                                                                                                          |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| feedback at home. | it is small and portable. In addition, I can send them messages and even make video calls. If my phone is connected to the Internet, it will be much better. The reason is that I can send and receive emails through it or access various websites to update news and information. In the future, I will continue using my mobile phone to communicate. |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**e. Assessment**

- Teacher's observation and feedback.

**6. CONSOLIDATION**

**a. Wrap-up**

- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Do exercises in the workbook.
- Prepare for the final test

**Board Plan**

*Date of teaching*

**REVIEW 4**

**Lesson 2: SKILLS**

**\*Warm-up**

Game: Race at the board.

**\* Reading**

Task 1: Read and tick.

**\* Speaking**

Task 2: Ask and answer.

**\* Listening**

Task 3: Listen and complete.

**\* Writing**

Task 4: Write a paragraph.

**\* Homework**