*Date of preparing: 06/03/2024*

**REVIEW 3 (UNIT 7-8-9)**

***Total numbers of periods: 2 periods; from period 76 to period 77***

**Lesson 1: SKILLS**

**Period 77: Class 8A1**

**I. OBJECTIVES:**

**1. Knowledge:**

-Vocabulary relating to the topics in unit 7,8,9.

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

- read for general and specific information about landslides.

- talk about natural disasters.

- listen for specific information about air pollution in big cities.

- write a paragraph about the place their family shops and the reasons for their choice.

**2. Competences:**

- General competence:

+ Self-controlled and self-learning competence (students can self-study and practice to know more about natural disasters )

+ Communicative and cooperative competence (students know how to spend time shopping with their family)

- Distinctive competence:

+ Linguistic competence (sts know how to use their native language and foreign language to indicate the evidence for their answers)

**3. Values:**

+ Diligence (Knowing how to properly allocate time for study)

+ Responsibility (sts are aware of what they are doing/ making)

**II. TEACHING AIDS AND MATERIALS:**

**1. Materials:** Grade 8 textbook, lesson plan, workbook, the teacher’s book, reference books

**2. Equipment:** TV, cassettes, pictures, flashcards, ….

**III. PROCEDURES :**

**1. WARM UP ( 5’)**

**a. Aims: -** To create an active atmosphere in the class before the lesson.

 - To lead into the lesson.

**b. Content: Discussion**

**c. Expected Products:** - Students’ answers.

*- Aeon*

*- Vincom*

*- Lotte*

**d. Organization of activities**

**-** Teacher show some places to go shopping in Hanoi and asks Ss to say the name of the places

- Students raise hands to answer.

- Teacher and students discuss the answers.

**2. KNOWLEDGE FORMATION ACTIVITIES (5’)**

**a. Aims:** Tohelp students some new words to do the tasks effectively

**b. Content:** Supply some new words before practising.

**c. Expected Products:** Sts know some new words

**d. Organization of activities:** Teacher’s instructions.

- Pre-teaches some new words using suitable techniques:

1. occur (v) [synonym]
2. remain(v) [example]
3. watch for (v) [explanation]
4. emergency (n) [example]

- Gets sts to repeat the words chorally, then individually

- Nominates individuals to read the words aloud and asks sts to copy down the words

- Checks the understanding of the new words by conducting the game “SLAP THE BOARD”

**3. PRACTICE ACTIVITIES: (25’)**

**Task 1 (8ms) READING**

**a. Aim:**

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

**b. Content:** Read the passage and tick T / F

**c. Expected Products:**

*1. F*

*2. T*

*3. F*

*4. T*

*5. T*

**d. Organisation**

- Ask Ss to do the task individually. Tell them to read the passage two or three times, then read each

statement, identify where it appears in the text, and decide if it is true (T) or false (F).

- Ask Ss to work with a partner to discuss the answers.

- Explain the new words and clarify anything difficult. Ask more questions to see if they understand the

passage fully.

- Call on some Ss to read the passage aloud before the class. Check their pronunciation and intonation.

- Check the answers as a class

**Task 2 (7ms) SPEAKING**

**a. Aim**: - To provide Ss with an opportunity to practice their speaking skills

**b. Content:** Talking about the damage that the disasters may cause

**c. Expected Products:** - *Students’ answer*.

**d. Organization of activities:**

- First ask Ss to think of disaster(s) that sometimes happen in their area.

- Ss work in pairs, asking and answering questions about that / those disaster(s). Tell them to use Wh-questions.

- Then have Ss talk about the damage that the disaster(s) may cause.

- Go round to monitor and give help when necessary.

- Call on some pairs to perform the task in front of the class. T and other Ss listen and comment

**Task 3 (10ms) LISTENING**

1. **Aim:** To provide Ss with more practice on listening for specific information.
2. **Content:** Listen to a passage about air pollution in big cities. Fill in each blank with no more than two words.

**c. Expected Products:** Ss review listening for specific information

***Suggested answers:***

*1. pollution*

*2. dangerous*

*3. air pollution*

*4. coal*

*5. other sources*

***Audio script – Track 62:***

*Air pollution in big cities comes from several sources. The fuels from vehicles are the main cause of pollution in our cities. The problem starts when vehicles give out bad gases, which create air pollution. These gases can be very dangerous for children. Although the fuels are becoming cleaner, air quality is still affected as there are more and more cars and motorbikes on the road.*

*Transport is not the only reason why we have air pollution. Factories also release bad gases into the air, and it causes a lot of air pollution. Less pollution today comes from coal than in the past. However, air pollution remains a serious problem around the world, because bad gases are being released into the air from other sources, such as cooking, household wastes, and fires*

**d. Organization of activities:**

- Tell Ss that they are going to listen to a passage about air pollution in big cities. Tell them that their task is to write no more than two words in each blank while listening.

- Ask Ss to read the sentences carefully and predict what word(s) should be filled in each blank.

- Play the recording. Tell Ss to listen carefully and pay attention to key words – words that help them

understand the ideas of the recording.

- Ss write their answers as they listen. Check their answers.

1. **APPLICATION ACTIVITIES ( 10’)**

**Task 4 (10ms) WRITING**

1. **Aim:** To provide Ss with practice in writing a paragraph about where their family shops and giving reasons for their choice.
2. **Content:** Write a paragraph ( 80-100 words ) about where their family shops and giving reasons for their choice
3. **c. Expected Products:** Ss can write a paragraph of about (80 – 100 words) about where their family shops and giving reasons for their choice

**d. Organization of activities:**

- Before writing, brainstorm Ss’ ideas about the reasons why they go shopping at a particular place:

convenience, price, freshness of food, friendliness of sellers, etc. Also brainstorm words and phrases they may need for their writing.

- Give them time to do the writing task. T may have them swap their writing with their partner to check before handing it in.

- Collect their papers to check at home

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| **HANDOUT** |