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| **Date of planning**:…………..**Date of teaching:** ………..… **WEEK: …** | **Period 23 : REVIEW 1 (UNIT 1-2-3)****Lesson 1: LANGUAGE / Pronunciation- Vocabulary-Grammar** |

**I. OBJECTIVES: By the end of this review, Ss will have revised the language they have learnt and the skills they have practised in Units 1, 2, 3.**

**1. Knowledge:**

- To revise the language and skills they have learnt in Unit **1-2-3.**

- To help Ss consolidate and apply what they have learnt in the Unit 1,2,3. To recycle the language from the previous sections. Ss can evaluate their performance and provide further practice. Do some practice exercises.

- Ss will be able to revise, do exercises . Check how progress they have achieved , what they have learnt in the previous lessons.

**\* Vocabulary:**

- Ss revise words and phrases related to : Local community, City life, Healthy living for teens.

- pronounce the vowel sounds /æ/, /a:/, and /e/ correctly in words and sentences;

- pronounce the diphthong sounds /au/, /ǝʊ/, and /ea/ correctly in words and sentences;
- correctly pronounce the sounds /h/ and /r/ in words and sentences; - ask for repetition and respond;

- Revise how to seek help and respond; offer help and respond;
**\* Grammar :**

- Unit 1 : *Local community*: Question words before to-infinitive; Phrasal verbs (1)

- Unit 2: *City life* **:** Double comparative; Phrasal verbs (2)

- Unit 3 : *Healthy living for teens :*Modal verbs in first conditional sentences.

**\* Writing:**

- write a paragraph about community helper.

- write a paragraph about what you like or dislike about city life.

- write a paragraph about how to manage time effectively.

**2. Competence:**

- Develop communication skills and creativity.

- Be cooperative and supportive in pair work and teamwork.

- Actively join in class activities

**3. Qualities :**

- Be friendlier and willing to help the local community;

- Actively participate in class activities.

- Develop self-study skills.

**II. TEACHING AIDS:**

- Teacher: Grade 8 text book, laptop, projector / TV.....

- Students : Text books, workbook…

- Computer connected to the Internet

- Hoclieu.vn

**III. PROCEDURE:**

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| **1. WARM UP & INTRODUCTION (5’)** |
| **\* Objectives: Introduction**- By the end of this review, students will have revised the language they have learnt and the skills they have practised in Units 1 – 3.- Ss revise what they have learnt so far in terms of language and skills. - Summarise their answers in notes and write them in a top corner of the board. Briefly revise some important / difficult ones before starting the review.*\* Content:*Having somewarm-up activities to create a friendly and relaxed atmosphere to inspire Ss to warm up to the new lesson.*\* Expected Outcomes:* Having a chance to speak English.*\* Organisation* **:** Teacher’s instructions…... |
| **Teacher’s & Student’s activities** | **Content** |
| **+ Greeting** **+ Revision on the old lessons/ Chatting**- Teacher **(T)** asks Ss some questions about them and class. **\*\* Keywords game** **-** Teacher shows 3 sets of pictures and asks students to find a keyword for each set of pictures.- Students raise their hands to answer.- Teacher and students discuss the answers.- Teacher checks the answers as a class.- Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting****+ T\_Ss**- Students **(Ss)** listen and learn how to do.***\* Suggested answer:***- healthy living for teens- local community- city life- Open their book and write . |
| **2. PRESENTATION/ NEW LESSON (25’)** |
|  **A. LANGUAGE** **ACTIVITY 1: Pronunciation****\* Objectives:** **- To help Ss review the pronunciation of the vowels/diphthongs/sounds learnt in Units 1 – 3: /æ/, /ɑ:/, and /e/; /aʊ/, /əʊ/, and /eə/; /h/ and /r/ correctly.****- To help Ss review new vocabulary learnt in Unit 1-3.***\* Content:*Review the pronunciation of the sounds. **-** Task 1: Choose the word in which the underlined part is pronounced differently.*\* Expected outcomes:* Pronouncing the sounds correctly. Students can distinguish the vowels/diphthongs/sounds they have learnt.*\* Organisation :*Teacher’s instructions….. |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1. **Choose the word in which the underlined part is pronounced differently.**  |
| + Have Ss do this exercise individually then share their answers with a partner before giving T the answers.+ Ask them to explain their answers by reading aloud the words to identify the word which has a different sound.- Confirm the correct answers. | **- T\_ Ss****\* *Answer key:*****1.** A **2**. C **3**. D **4**. C **5.** B |
| ACTIVITY 2: **VOCABULARY****\* Objectives:****+ To help Ss review the words and phrases learnt in the previous units.**+ To help Ss review the form of the words they learnt in previous units.*\* Content:*Review the pronunciation of the sounds. - Task 2: Choose the correct answer A, B, C, or D to complete each sentence.- Task 3: Fill in each blank with the suitable form of the word given.*\* Expected outcomes:* **-** Students recall vocabulary related to community helpers, city life and students’ life and schoolwork.*\* Organisation :*Teacher’s instructions….. |
| TASK 2: **Choose the correct answer A, B, C, or D to complete each sentence.**  |
| **Teacher’s & Student’s activities** | **Content** |
| + Have Ss do this exercise individually and then share their answers with their partners.+ Check and confirm the correct answers. | \* ***Answer key:*****1.** B **2.** A **3.** C **4.** B **5**. D |
| TASK 3 : **Fill in each blank with the suitable form of the word given.**  |
| + Ask Ss what kind of word can be filled in each blank (i.e. noun, verb, etc.).- Elicit their answers.- Have Ss do this exercise individually.- Call on two Ss to write their answers on the board.- Confirm the correct answers | **- T\_ Ss****\* *Answer key:*****1.** speciality **2**. electrician **3.** distract **4.** construction **5.** liveable |
|  **ACTIVITY 3:** **Grammar****\* Objectives:** + To help Ss review the grammatical points they learnt in the previous units (phrasal verbs, double comparatives, and modal verbs in first conditional sentences).**+ To help Ss review the grammatical points they learnt in the previous units (question words before to-infinitives, modal verbs in first conditional sentences).***\* Content:*- Task 4: Choose the correct answer A, B, C, or D to complete each sentence.- Task 5: Write the correct form of each verb in brackets. *\* Expected outcomes:* Ss can use what they have just revised to do the exercises well.*\* Organisation :*  |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 4 : **Choose the correct answer A, B, C, or D to complete each sentence.**   |
| + Have Ss do this exercise on their own first.- Have Ss compare their answers with a classmate.- Invite Ss to share their answers. Ask them to explain their answers.- Confirm the correct answers.+ Review the grammatical points Ss are not very good at based on their answers. | + T- Ss ; Ss \* ***Answer key:*** **1**. B **2.** C**3**. D**4.** A**5.** B |
| **3. FURTHER PRACTICE (10’)** |
| TASK 5 : **Write the correct form of each verb in brackets.**  |
| + Ask Ss to do this exercise individually and compare their answers with a partner.- Call on some Ss to go to the board to write their sentences. - Other Ss comment.+ Confirm the correct sentences.+ Revise the structure if needed.**+ Do more exercises if have time.**  | + T- Ss ; Ss **\* *Answer key:*** **1.** wants **2.** to ask **3.** continues **4.** to buy **5.** don’t use |
| **4. WRAP-UP & HOME WORK (2’)**- Summarise the main points. - Ask Ss what they have learnt so far. Have them recall the important grammar points.+ Words / phrases . Vocabulary; The grammar points.**\* HOME WORK**- Finish all the exercises - Do more exercises in workbook. **==========================** |