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| **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK: …** | **Period 24 : REVIEW 1 (UNIT 1-2-3)**  **Lesson 2 : SKILLS / Reading- Speaking- Listening - Writing** |

**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.**

- Practise reading for specific information about different workshops for teens;

- Practise asking and answering about what kind of workshop they would like to have at their school;

- Practise listening for specific information about student’s life in the city and in the countryside;

- Practise completing a paragraph about things that make them proud of their community.

- 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/ ; /au/, /ǝʊ/, and /ea/ ; /h/ and /r/ correctly in words and sentences;

- 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 and add some more information if necessary.  *\* 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**  - Teacher divides the class into four teams. One representative from each team comes to the board.  - Teacher asks a question, and the first person to write the correct answer on the board wins a point for their team.  - Note: The students on 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.  - The team with the most points will become the winner.  - Teacher leads in the reading part of the lesson.  \*\* Ask Ss to open their book and introduce what they are going to study…. | **+ Greeting; T\_ Ss**  **Board Race**  ***Suggested answer:***  1. professional (n)  2. workshop (n)  3. template (n)  4. priority (n)  5. feedback (n)  - Open their book and write . |
| **2. PRESENTATION/ NEW LESSON (25’)** | |
| **PRACTICE EXERCISES ­- SKILLS**  **ACTIVITY 1: Reading**  **\* Objectives:**  **+ To help Ss practise reading for specific information**  *\* Content*: 1: Read parts of the notices about different workshops for teens. Tick the appropriate box(es) to show which workshop has the following features.  *\* Expected outcomes:*  - Students can understand the text to and do the tasks successfully.  *\* Organisation :* Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1**. Read parts of the notices about different workshops for teens. Tick the appropriate box(es) to show which workshop has the following features.** | |
| + Have Ss read the short texts quickly and tick the appropriate boxes.  - Then ask Ss to compare their answers with a partner before giving T the answers.  + Have Ss explain their answers. Confirm the correct answers | **+ T- Ss ; Ss**  **\* *Answer key:***  **1**. A, C **2**. A, B, C  **3**. B **4**. C **5**. A |
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| **ACTIVITY 2: Speaking**  **\* Objectives:**  **+ To help Ss practise asking and answering about the kind of workshop they would like to have at their school and report back.**  *\* Content:*  -Task 2: Work in groups. Discuss with your partners to decide what kind of workshop you would like to have at your school. Use the following questions as cues. Take notes of your answers and report them to the class.  *\* Expected outcomes:* Students can ask and answer about the kind of workshop they would like to have in their school.  *\* Organisation :*Teacher’s instructions…... | |
| TASK 2: **Work in groups. Discuss with your partners to decide what kind of workshop you would like to have at your school. Use the following questions as cues. Take notes of your answers and report them to the class.** | |
| + Ask Ss if there are any workshops they have attended in and outside school.  - Have Ss work in groups to ask and answer about the kind of workshop they would like to have at their school. Remind them to take notes of their answers.  + Ask groups to report their answers to the class.  - Have Ss vote for the best ideas. | **+ T – Ss ; Ss**  ***\* Suggested answer:***  We would like to have a DIY workshop at our school because we want to know how to make new things from used items such as plastic bottles or old clothes. At the workshop, we can practise making  useful things from these items. By doing this, we can learn about the green lifestyle and ways to save our environment. We think we should invite Ms Mai Huong, our form teacher, to lead the workshop because she knows many creative ways to reuse old things. |
| **ACTIVITY 3: Listening**  **\* Objectives:**  **+ To help Ss practise listening for specific information.**  *\* Content:*  - Task 3: Listen to Demi, a student from the Netherlands, talking about her life in the city and in the countryside. Fill in each blank with no more than TWO words.  *\* Expected outcomes:* Ss can listen for specific information and fill in the blanks.  *\* Organisation :* | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 3: **Listen to Demi, a student from the Netherlands, talking about her life in the city and in the countryside. Fill in each blank with no more than TWO words.** | |
| + Have Ss read the incomplete sentences.  - Play the recording the first time. Ask Ss to listen and complete the sentences.  - Ask for their answers and write them on the board.  + Play the recording a second time for Ss to check their answers. Check Ss'answers.  - Play the recording the last time if necessary, stopping at places where Ss got the wrong answers. | **- T – Ss**  **\* *Answer key:***  **1.** three years  **2.** famous parks  **3**. most beautiful  **4.** sail round  **5**. museum |
| **ACTIVITY 4:**  **Writing**  **\* Objectives:**  **+ To help Ss write a paragraph about three things that make them proud of their community.**  *\* Content:*  - Task 4: Write a paragraph (about 100 words) about three things that make you proud of your community. You may use the following questions as cues.  *\* Expected outcomes:*  - Ss can complete a paragraph (about 100 words) about three things that make them proud of their community using suggested questions.  *\* Organisation :* | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 4 **: Write a paragraph (about 100 words) about three things that make you proud of your community. You may use the following questions as cues.** | |
| Ask Ss to discuss and answer the questions in pairs.  Then have them write their paragraph individually.  Ask one or two Ss 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 feedback at home | **- T\_ Ss**  ***\* Suggested answer :***  I feel proud of three things in my community. Firstly, it is spacious. There are not many people living in my community, and the streets and roads are wide. Therefore, I do not feel confined here. Secondly, my community has enough facilities for its people. Near my house there are two small parks with sport facilities for people of all ages. Also, there are good schools, hospitals and supermarkets nearby. Thirdly, the people here are very friendly and helpful. Neighbours greet each other whenever they meet. They are also willing to help each other in difficult situations. In short, I am proud of and love living in my community. |
| **4. WRAP-UP & HOME WORK (2’)**  \* Teacher asks students to talk about what they have learnt in the lesson .  - Summarise the main points.  - Ask Ss what they have learnt so far. Have them recall the important elements:  \* **HOME WORK**  - Finish the writing. Copy into the notebooks.  - Do more exercises in workbook.  + To prepare for the test .  **===========================** | |