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| **Date of planning**:…………..**Date of teaching:** ………..…  | **Period 49 : REVIEW 2 (UNIT 4-5-6)****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 4, 5, 6**

**1. Knowledge:**

- To revise the language and skills they have learnt in Unit **4, 5, 6**

- To help Ss consolidate and apply what they have learnt in the Unit 4, 5, 6. 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.

**a) Vocabulary:**

+ Use the words related to the topic Remembering the past,
- pronounce the sounds /m/ and /1/ correctly in words and sentences;

+ Use the words related to experiences and adjectives describing experiences;
- pronounce the sounds /j/ and /w/ correctly in words and sentences;

+ Use the words related to changes in lifestyle;
- pronounce the sounds /fl/ and /fr/ correctly in words and sentences;
\* Revise : Thanking and responding; Apologising and responding; Making promises.

**b) Grammar:** Past Continuous tense, Wish + V-past tense; Present perfect tense; Verbs + To-verbs; Verbs+ V-ing.

**c) Writing:**

- Write a paragraph about old school days.

- Write a paragraph about the most pleasant / unpleasant experience at school.

- Write an email about changes in one's family.

**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:** **- To create an active atmosphere in the class before the lesson.** **- To lead into the new lesson.***\* Content:* **Game:** - 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****\* Chase the pictures, guess the words** - Teacher shows 3 pictures (about Unit 4-5-6) and asks students to find a keyword for each picture. - Students work individually, look at the pictures and guess the topic. - Students raise hands to answer. - Teacher and students discuss the answers. - Teacher checks the answers as a class. | **+ Greeting*****\* Suggested answer:***- Picture 1: Remembering the past- Picture 2: Our experiences - Picture 3: Vietnamese lifestyles: then and now |
| **2. PRESENTATION/ NEW LESSON (25’)** |
|  **A. LANGUAGE**  **ACTIVITY 1: Pronunciation****\* Objectives:** **+ To help Ss review the sounds learnt in Units 4-6.***\* Content:***-** Task 1: Read the sentences. Pay attention to the underlined words. Then listen and repeat. *\* Expected outcomes:* Ss can distinguish the sounds they have learnt.*\* Organisation :*Teacher’s instructions….. |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1. **Read the sentences. Pay attention to the underlined words. Then listen and repeat.**  |
| + Write some words containing the sounds taught in Units 4-6 on the board. Underline the letter(s) containing the sounds.- Ask Ss to read the words on the board aloud. - Correct them if needed.- Then allow Ss 1 - 2 minutes to read the sentences.+ Play the recording for Ss to listen and repeat. - Ask them to pay attention to the underlined words.+ Call on some Ss to read the sentences aloud | **- T\_ Ss****\* *Key + Audio script:*** **1.** The water overflowed the dam and flooded the area. **2.** African American musicians created jazz about one hundred years ago. **3.** The children thought all the food at the party was yummy. **4.** The presentation focused on the values of teamwork. **5.** He sometimes remembers his younger days in the mountain village. |
| ACTIVITY 2: **VOCABULARY****\* Objectives:** **+ To help Ss revise the vocabulary items they have learnt in Units 4-6.**+ **To help Ss learn how to use the correct form of a word in different contexts**.*\* Content:*- Task 2: Choose the correct answer A, B, C, or D to complete each sentence. - Task 3: Write the correct form of the word in brackets to complete each sentence. *\* Expected outcomes:* - Students can use suitable words to fill in the gaps and find the suitable form of the given words in each context. *\* Organisation :*Teacher’s instructions….. |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 2: **Choose the correct answer A, B, C, or D to complete each sentence.**  |
| - Have Ss do this exercise individually. - Ask Ss to read each sentence carefully and look for clues which can help them decide the correct option. For example: in sentence 1, all the words can combine with ‘Site’. However, when you see the words ‘World’ and ‘Site’ in capital letters, only the word ‘Heritage’ can fit in. - Call on some Ss to share their answers with the class. - Confirm the correct answers. Explain the answers if needed. | \* ***Answer key:*****1.** C **2.** A**3.** B **4.** A **5.** D |
| TASK 3 : **Write the correct form of the word in brackets to complete each sentence.**  |
| - Have Ss do this exercise in pairs. - Ask Ss to read each sentence first and look for clues which help them decide what form of a word is needed to complete the sentence. For example: in sentence 1, we need an adjective to modify “memories”. It’s “forgettable”. In this case, the visit is past and the speaker still remembers, so it must be “unforgettable”. - Call on some Ss to share their answers. - Confirm the correct answers as a class. Explain if needed. | **- T\_ Ss****\* *Answer key:*****1.** unforgettable **2.** protection **3.** tour **4.** preserving **5.** performance |
|  **ACTIVITY 3:** **Grammar****\* Objectives:** **+ To help Ss revise the grammar points they have learnt in Units 4-6.****+ To provide Ss with more practice on the use of verbs in certain structures.***\* Content:*- Task 4: Choose the correct answer A, B, C, or D to complete each sentence.- Task 5: Use the correct forms of the verbs in brackets to complete the sentences.*\* 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 the task individually- Ask Ss to read each sentence carefully and look for clues to decide which answer (A, B, C, or D) best completes the sentence. For example: in sentence 1, the -ing form of ‘not showing’ guides that we need a verb which goes with-ing form. B is the only answer. - Call on some Ss to share their answers with the class. - Confirm the correct answers as a class. Explain if needed. | + T- Ss ; Ss \* ***Answer key:*** **1.** B **2.** C **3.** A **4.** B **5.** D |
| **3. FURTHER PRACTICE (10’)** |
| TASK 5 : **Use the correct forms of the verbs in brackets to complete the sentences.**  |
| - Have Ss work in pairs. - Ask Ss to read the sentences carefully and underline the clues that decide which form of a verb is needed. - Call on some Ss to share their answers with the class. Ask them to explain their answers. - Confirm the correct answers as a class. Explain if needed. T may then call on some Ss to read aloud the correct sentences.**+ Do more exercises if have time.**  | + T- Ss ; Ss **\* *Answer key:*** **1.**were walking **2.**had **3.**Have you ever made **4**. to choose **5.**searching |
| **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. **==========================** |