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| **Date of planning**:…………..  **Date of teaching:** ………..…  **WEEK: …** | **Period ..... : 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.  **==========================** | |

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

**a) Vocabulary:**

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+ Use the words related to changes in lifestyle;  
- Pronounce the sounds /fl/ and /fr/ correctly in words and sentences;  
**b) Grammar :** Past Continuous tense, Wish + V-past tense; Present perfect tense; Verbs + To-verbs; Verbs+ V-ing.

- Revise : Thanking and responding; Apologising and responding; Making promises.

**c) Writing :**

- Wwrite 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.

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

- Students : Text books, workbook…

- Computer connected to the Internet

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**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 4 – 6.  - 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**  **+ Chatting**  - Teacher asks Ss to work individually and think of some differences between life in the past and life at present  - Teacher calls on some Ss to give their ideas.  - Teacher gives comments and leads Ss to the new lesson. | **+ Greeting; T\_ Ss**  **+ Students’ answers** |
| **2. PRESENTATION/ NEW LESSON (25’)** | |
| **PRACTICE EXERCISES ­- SKILLS**  **ACTIVITY 1: Reading**  **\* Objectives:**  **+ To help Ss practise reading for specific information through multiple-choice questions.**  *\* Content*: Task 1: Read the passage and choose the correct answer A, B, C, or D.  *\* Expected outcomes:*Students can use reading techniques to identify the correct answers.  - Students can understand the text to and do the tasks successfully.  *\* Organisation :* Teacher’s instructions…... | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 1**. Read the passage and choose the correct answer A, B, C, or D.** | |
| + Ask Ss to do the exercise individually.  - Ask Ss to have a quick glance at the reading and answer some questions:  - What is the reading about?  - How many types of market are mentioned?  + Ask Ss to read the passage, then the questions and choose the correct answers. Alternatively, Ss read each question and refer to the reading  and look for the answer. | **+ T- Ss ; Ss**  **\* *Answer key:*** |
| - The latter way is quicker when you are doing a test.  - Call on some Ss to share their answers with the class. Ask them to explain where they find the answers.  - Confirm the correct answers as a class. Explain if needed. |  |
| **ACTIVITY 2: Speaking**  **\* Objectives:**  **+ To provide Ss with an opportunity to talk about familiar things around them.**  *\* Content:*  - Task 2: Work in groups. Choose ONE of the things below and discuss it, using the cues. Then present it to your class.  *\* Expected outcomes:* - Students can talk about the changes of some objects and explain why they have those differences.  *\* Organisation :*Teacher’s instructions…... | |
| TASK 2: **Work in groups. Choose ONE of the things below and discuss it, using the cues. Then present it to your class.** | |
| + Have Ss work in pairs or groups.  Ask Ss to look at the pictures first and decide on the thing they will talk about.  Allow Ss some time to discuss to get information.Tell them that they can base on the suggestions given or create their own content.  Call on some pairs or groups to share their answers.  - Listen and comment | **+ T – Ss ; Ss**  ***\* Suggested answer:***  Our group will talk about the conical hat. It's a symbol of Vietnamese women. They wear it to protect them from sunlight and rain whenever they go out, whether on foot or by bike. It was used in the past, is still in use at present, and will continue to exist in the future. The change is not in the hat itself. It's still the same in shape, colour, and materials. The change is in the use. Since conical hats are not easy to carry around, especially when more and more women travel by bikes and motorbikes, they are now not as popular as they used to. More girls and women change to cloth hats as they are more convenient to carry. However, you can still find conical hats in every corner of Viet Nam. |
| **ACTIVITY 3: Listening**  **\* Objectives:**  **+ To give Ss practice in listening for specific information about children's entertainment in the past.**  *\* Content:*  - Task 3: Listen to a talk about entertainment for Vietnamese children in the past and complete each sentence with ONE word.  *\* Expected outcomes:*  - Ss can listen for specific information and fill in the gaps with correct words.  *\* Organisation :* | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 3: | |
| + Have Ss work individually.  - Have Ss read the sentences first to get an overall idea of what they are going to listen to and to decide what information they need to answer the questions.  + Play the recording and let Ss complete their answers. If Ss cannot complete the task after the first time, play the recording again and allow them some time to fill all the blanks.  - Call on some Ss to share their answers.  - Check the answers as a class. If needed, play the recording again and pause when an answer is presented. | **- T – Ss**  **\* *Answer key:***  **1.** equipment  **2.** rainwater  **3.** creative  **4.** groups  **5.** strong  ***\* Audio script - Track 40:***  Entertainment for us children in the past was very different from now. In my time, playing was cheap or cost nothing. We just chose a place suitable for our games: a smaller space for games like tug of war or hide-and-seek, and a bigger space for football and kite flying. Most of those games required little equipment. We also floated paper boats on imagined 'rivers' formed from rainwater, or played cooking with anything we found in and around our house. We collected natural materials like sticks and leaves or used things like paper and bottles to make toys and play games. This helped us become creative. Another amazing thing is we mostly played in groups outdoors. Therefore, we got to know one another well and developed strong bonds among us. We had more stories to share when we met again years later. |
| **ACTIVITY 4:**  **Writing**  **\* Objectives:**  **+ To help Ss practise writing correct sentences from provided clues**  *\* Content:*  - Task 4: Make complete sentences from the clues. Make any changes and add more words if necessary.  *\* Expected outcomes:*  - Ss can write complete sentences from the given clues.  *\* Organisation :* | |
| **Teacher’s & Student’s activities** | **Content** |
| TASK 4 **: Make complete sentences from the clues. Make any changes and add more words if necessary.** | |
| + Have Ss work individually.  - Ask Ss to read the clues of each group and get its meaning. Then ask them to decide how to construct a complete meaningful sentence from the clues.  - Allow Ss some time to complete the task.  - Call on some Ss to read aloud their sentences. - Give comments.  - Provide correct sentences. Explain if needed.  ***\* Ask Ss to do more exercises if have time*** | **- T\_ Ss**  ***\* Suggested answer :***  **1.** I wish I could attend some traditional festivals of minority people in Viet Nam.  **2.** When we arrived at the fair, the rice-cooking competition was taking place.  **3**. He promised to help me with my PowerPoint presentation but he didn't.  **4**. We have never seen a sight as beautiful as the mountain at sunset.  **5**. Did he fancy becoming a fashion designer when he was a child? |
| **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 .  **===========================** | |