**Date of planing: 20/ 10/ 2023**

**Date of teaching: 23/ 10/ 2023**

**Period 22: REVIEW 1 ( UNIT 1-2-3)**

**Lesson 1: LANGUAGE**

**I. OBJECTIVES**

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

**1. Knowledge**

- Revise lexical items related to leisure activities, expressions about likes and dislikes, life in the countryside; teen school clubs, teens’ use of social media, and teen stress;

- pronounce the sounds /ʊ/ and /u:/; /ə/ and /ɪ/; /ʊə/ and /ɔɪ/ correctly in words and sentences;

- use verbs of liking / disliking followed by gerunds and / or to-infinitives to talk about likes and dislikes;

- use the comparative forms of adverbs;

- give and respond to compliments;

- use simple sentences and compound sentences;

- make requests;

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Be ready and confident in the midterm test

**II. MATERIALS**

- Grade 8 textbook, Review 1, Language

- Computer connected to the Internet

- Projector / TV/

- Phần mềm tương tác hoclieu.vn

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| Ss may lack experience of group / team work. | Encourage Ss to work in groups so that they can help one another.  Give short, clear instructions, and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson;

- To lead into the new lesson.

**b. Content:**

**-** Teacher shows 3 sets of pictures (taken from Project lessons of Unit 1-2-3) and asks students to find a keyword for each set of pictures.

- Students raise hands to answer.

- Teacher and students discuss the answers.

- Teacher checks the answers as a class.

**c. Expected outcomes:**

- Students’ answers.

**d. Organisation**

|  |  |
| --- | --- |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Keywords game:**  **-** Teacher shows 3 sets of pictures and asks students to find a keyword for each set of pictures.  - Students raise hands to answer.  - Teacher and students discuss the answers.  - Teacher checks the answers as a class. | ***Suggested answers:***  - Leisure time  - Life in the countryside  - Teenagers |

**e. Assessment**

**-** Teacher corrects for students (if needed)

**2. ACTIVITY 1: PRONUNCIATION** (5 mins)

**a. Objectives:**

- To help Ss review pairs of sounds /ʊ/ and /u:/, /ə/ and /ɪ/, and /ʊə/ and /ɔɪ/ in Units 1 - 3.

**b. Content:**

- Write some words containing the sounds taught in Units 1 - 3 on the board.

- Underline the letter(s) containing the sounds.

- Ask Ss to read the words on the board aloud. Correct them if needed.

- Allow Ss some time to do the exercise.

- Call on some Ss to share their answers.

- Confirm the correct answers as a class.

**c. Expected outcomes:**

- Students know how to use the structures to respond to compliments.

**d. Organisation**

|  |  |
| --- | --- |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Circle the word whose underlined part is pronounced differently from the others (**5 mins) | |
| - Write some words containing the sounds taught in Units 1 - 3 on the board.  - Underline the letter(s) containing the sounds.  - Ask Ss to read the words on the board aloud. Correct them if needed.  - Allow Ss some time to do the exercise.  - Call on some Ss to share their answers.  - Confirm the correct answers as a class. | **KEY:**  *1. B*  *2. D*  *3. B*  *4. C*  *5. B* |

**e. Assessment**

- Teacher checks students’ understanding by asking some checking questions.

**3. ACTIVITY 2: VOCABULARY (11 mins)**

**a. Objectives:**

- To help Ss review new vocabulary learnt in Units 1 - 3.

- To provide Ss with more practice with the use of some key words.

**b. Content:**

- Task 2,3 in Student book

**c. Expected outcomes:**

- Students’ answers

**d. Organisation**

|  |  |
| --- | --- |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2. Circle the correct answer A, B, or C to complete each sentence.** (5 mins) | |
| - Have Ss work individually.  - Then ask some Ss to read out their answers.  - Confirm the correct answers.  - Correct Ss’ pronunciation if necessary | ***Suggested answers:***  *1. B*  *2. C*  *3. B*  *4. A*  *5. B* |
| **Task 3. Complete the sentences with the words from the box.** (6 mins) | |
| - Have Ss do this exercise individually or in pairs.  - Have Ss read the words in the box first and see if they remember their meanings.  - Ask Ss to read each sentence and decide which word from the box best fits in.  - Confirm the answers as a class. Highlight the key word(s) in each sentence which helps Ss do the task. | **Suggested answer:**  *1. hospitable*  *2. pressure*  *3. focus*  *4. trained*  *5. bully* |

**e. Assessment**

**-** Teacher corrects for students as going around while they’re practicing.

**4. GRAMMAR (12 mins)**

**a. Objectives:**

- To help Ss revise the use of verbs of liking / disliking + gerunds and comparative adverbs

- To provide Ss with more practice on the use of connectors that connect independent clauses to make compound sentences: so, but, and, otherwise, therefore.

**b. Content:**

**-** Have them work in pairs, asking and answering questions about the villages they would like to visit. T goes around and corrects mistakes or gives help when necessary. Encourage Ss to ask more questions.

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

**c. Expected outcomes:**

**-** Students’ answers

**d. Organisation**

|  |  |
| --- | --- |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Choose the correct answer A, B, or C** | |
| - Have Ss do the task individually or in pairs.  - Ask Ss to read each sentence and decide which answer (A, B, or C) best completes the sentence.  - Call on some Ss to share their answers with the class.  - Confirm the correct answers as a class. Explain if necessary. | **Suggested outcome:**  *1. B*  *2. A*  *3. C*  *4. B*  *5. A* |
| **Task 5: Underline the correct bold word in each sentence.** (5 mins) | |
| -Help Ss revise the use of connectors that connect independent clauses to make compound sentences: so,  but, and, otherwise, therefore by writing one sentence with so (or but, and) and one sentence with therefore  (or otherwise).  - Remind them of the use of these connectors and the punctuation that goes with them. For example, all  these connectors stand at the beginning of the second clause: so, but, and stand behind a comma; otherwise  and therefore stand between a semicolon and a comma.  - Have Ss work individually or in pairs.  - Ask Ss to read the sentences and underline the clues that show the appropriate connector to use before Ss  do the exercise.  - Call on some Ss to share their answers with the class.  - Confirm the correct answers as a class. Explain if necessary. T may then call on some Ss to read aloud the  correct sentences. | **Suggested outcome:**  *1. so*  *2. but*  *3. otherwise*  *4. and*  *5. therefore* |

**e. Assessment**

- Teacher gives corrections and feedbacks

**6. CONSOLIDATION**

**a. Wrap-up**

- Have Ss say what they have learnt in the lesson.

**b. Homework**

- Students’ workbook

**Board Plan**

|  |
| --- |
| *Date of teaching*  **Review 1**  **Lesson 1: Language**  **\*Warm-up**  **\* Pronunciation**  Task 1: Circle the word whose underlined part is pronounced differently from the others  **\* Vocabulary**  Task 2: Circle the correct answer A, B, or C to complete each sentence.  Task 3. Complete the sentences with the words from the box.  **\* Grammar:**  Task 4. Choose the correct answer A, B, or C  Task 5: Underline the correct bold word in each sentence.  **\*Homework** |

**Date of planing: 20/ 10/ 2023**

**Date of teaching: 23/ 10/ 2023**

**Period 23: REVIEW 1 ( UNIT 1-2-3)**

**Lesson 2: SKILLS**

**I. OBJECTIVES**

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

**1. Knowledge**

- Revise lexical items related to leisure activities, expressions about likes and dislikes, life in the countryside; teen school clubs, teens’ use of social media, and teen stress;

- pronounce the sounds /ʊ/ and /u:/; /ə/ and /ɪ/; /ʊə/ and /ɔɪ/ correctly in words and sentences;

- use verbs of liking / disliking followed by gerunds and / or to-infinitives to talk about likes and dislikes;

- use the comparative forms of adverbs; simple sentences and compound sentences;

- give and respond to compliments; make requests;

- read for general and specific information about leisure activities with family; different aspects of a Vietnamese village; general and specific information about teen club activities.

- talk about leisure activities with family; a village or town where one lives or which one knows; ask and answer questions about school clubs.

- listen for specific information about leisure activities with friends; someone’s opinion about life in the countryside; a talk about teen stress.

- write an email about leisure activities with friends; a paragraph about what one likes or dislikes about life in the countryside; a paragraph about the cause(s) of teen stress and how to deal with it.

**2. Competences**

- Develop communication skills and creativity

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Be ready and confident in the midterm test

**II. MATERIALS**

- Grade 8 textbook, Review 2, Skills

- Computer connected to the Internet

- Projector / TV/

- Phần mềm tương tác hoclieu.vn

**Assumption**

|  |  |
| --- | --- |
| **Anticipated difficulties** | **Solutions** |
| Ss may lack experience of group / team work. | Encourage Ss to work in groups so that they can help one another.  Give short, clear instructions, and help if necessary. |

**III. PROCEDURES**

**1. WARM-UP** (5 mins)

**a. Objectives:**

- To create an active atmosphere in the class before the lesson;

- To lead into the lesson.

**b. Content:**

**-** Teacher calls 1 student to the board and secretly shows him/her a hobby.

- That student acts out their hobbies without saying a word. Students raise hands to answer.

- Teacher and students discuss the answers.

**c. Expected outcomes:**

- Students’ answers.

**d. Organisation**

|  |  |
| --- | --- |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Miming game:**  - Teacher calls 1 student to the board and secretly shows him/her a hobby.  - That student acts out their hobbies without saying a word. Students raise hands to answer.  - Teacher and students discuss the answers. | ***Suggested answers:***  - Gardening  - Taking photos  - Horse riding |

**e. Assessment**

**-** Teacher corrects for students (if needed)

**2. ACTIVITY 1: READING & SPEAKING** (12 mins)

**a. Objectives:**

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

- To provide Ss with an opportunity to talk about what pressure they feel, their causes and how they deal with their problems.

**b. Content:**

- Task 1-2 in Student book

**c. Expected outcomes:**

- Students know how to use the structures to respond to compliments.

**d. Organisation**

|  |  |
| --- | --- |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Read the passage and choose the correct answer A, B, or C. (**7 mins) | |
| - Familiarise Ss with a new genre, by asking them to look quickly at the text and the first paragraph then  answer questions:  + What do you think is the purpose of the text?  + How many subheadings are there?  + What do you think the subheadings are about?  - Ask Ss to do the exercise individually. Guide them to read the information in the text.  - Call on some Ss to share their answers with the class.  - Confirm the correct answers as a class. Explain if needed. | **KEY:**  *1. B*  *2. C*  *3. A*  *4. C*  *5. B* |
| **Task 2: Work in pairs. interview each other, using the questions below. Take notes of the answers and then report the results to the class** (5 mins) | |
| - Have Ss work in pairs or groups.  - Ask Ss to make notes for the three questions.  - Allow Ss some time to talk.  - Ask them to look at Unit 3 (if necessary) for vocabulary about types of pressure, causes and solutions.  - Call on some pairs or groups to report their answers to the class. Each pair or group answers one question  to allow opportunities for other Ss.  - Listen and comment, especially on the explanations. | **Suggested answer:** |

**e. Assessment**

- Teacher checks students’ understanding

**3. ACTIVITY 2: LISTENING AND WRITING (18 mins)**

**a. Objectives:**

- To provide Ss with more practice on listening for specific information.

- To provide Ss with practice in writing a paragraph about a leisure activity that a member of

their family does.

**b. Content:**

- Task 3,4 in Student book

**c. Expected outcomes:**

- Students’ answers/paragraphs

**d. Organisation**

|  |  |
| --- | --- |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3. Listen to Tom and Mai talking about their lives in the city and the countryside. Fill in each blank with one word** (7 mins) | |
| - Have Ss read the instructions and the table first to get an overall idea of what they are going to listen to and to guess what information they need to fill in each blank. Ask them to think of the part of speech first (adjectives, verbs or nouns) and predict the possible words.  - Play the recording and allow Ss some time afterwards to complete their answers.  - Check the answers as a class. If needed, play the recording again and pause when an answer comes. | ***Suggested answers:***  *1. places*  *2. convenient*  *3. public*  *4. spacious*  *5. hospitable*  ***Audio script – Track 20:***  *Mai: How’s life in the city, Tom?*  *Tom: It’s quite convenient. There are places for entertainment like cinemas, theatres and amusement*  *parks. There are also good schools and universities.*  *Mai: Sounds great! I guess it is very convenient to get around in big cities.*  *Tom: Right. There are various means of public transport like buses, trams and undergrounds.*  *Mai: So, I don’t think you would like living here in the countryside!*  *Tom: Why not? It’s peaceful and spacious. I love nature, green fields and orchards. I also like riding*  *a bike to school like the children here do.*  *Mai: Yes, things here are simple and lovely. The people in my village are kind and hospitable.*  *Tom: Yes, I have noticed that, Mai* |
| **Task 4. Write a paragraph (80 – 100 words) about the leisure activities one of your family members does.** (11 mins) | |
| - Have Ss work individually. Ask Ss to read and answer the questions 1 - 3.  - Allow Ss some time to write.  - Ask them to write about 7 to 8 sentences.  - Ask some Ss to read aloud their writing and give feedback on vocabulary, grammar structures showing likes and dislikes, and connectors. | **Suggested answer:**  *Students’ paragraph* |

**e. Assessment**

**-** Students’ peer check

**6. CONSOLIDATION**

**a. Wrap-up**

- Have Ss say what they have learnt in the lesson.

**b. Homework**

- Students’ workbook

**Board Plan**

|  |
| --- |
| *Date of teaching*  **Review 1**  **Lesson 2: Skills**  **\*Warm-up**  **\* Reading & Speaking**  Task 1: Read the passage and choose the correct answer A, B, or C  Task 2: Work in pairs. interview each other, using the questions below. Take notes of the answers and then report the results to the class  **\* Listening & Writing:**  Task 3. Listen to Tom and Mai talking about their lives in the city and the countryside. Fill in each blank with one word.  Task 4. Write a paragraph (80 – 100 words) about the leisure activities one of your family members does.  **\*Homework** |