

## REVIEW 3 (UNIT 7-8-9)

### Lesson 1: Language

#### I. OBJECTIVES

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

##### 1. Knowledge

- Vocabulary: revise lexical items related to environmental protection; shopping; types of natural disasters; natural disasters
- Pronunciation: pronounce the sounds /bl/ and /kl/; /sp/ and /st/; stress in words ending in -al and -ous
- Grammar: complex sentences with adverb clauses of time; adverbs of frequency; present simple for future events; past continuous

##### 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 3, Language
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

#### Assumption

| Anticipated difficulties                    | Solutions   |
|---|---|
| Ss may lack experience of group / teamwork. | <ul style="list-style-type: none"> <li>- Encourage Ss to work in groups so that they can help one another.</li> <li>- Give short, clear instructions, and help if necessary.</li> </ul> |

#### 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:

- Keywords game.

##### c. Expected outcomes:

- Students are able to recall the topic of 3 previous units.

##### d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES  | CONTENTS                                |
|---|---|
| <b>Keywords game:</b><br>- Teacher shows 3 sets of pictures and asks students | <b>Suggested answers:</b><br>- Shopping |

|   |   |
|---|---|
| to find a keyword for each set of pictures.<br>- Students raise hands to answer.<br>- Teacher and students discuss the answers.<br>- Teacher checks the answers as a class. | - Natural disasters<br>- Environmental protection |
|---|---|

**e. Assessment**

- Teacher checks and corrects students' answers (if needed).

**2. ACTIVITY 1: PRONUNCIATION (6 mins)**

**a. Objectives:**

- To help Ss review the pronunciation of the sounds /b/, /k/, /sp/, /st/ learnt in Units 7 – 8, and word stress with -al and -ous learnt in Unit 9

**b. Content:**

- Task 1a: Listen and repeat, paying attention to the underlined words.
- Task 1b: Choose A, B, C, or D to show the word in each group with a different stress pattern.

**c. Expected outcomes:**

- Students know how to identify between pairs of sounds and the stress of words ending with -al and -ous.

**d. Organisation**

| TEACHER'S AND STUDENTS' ACTIVITIES  | CONTENTS   |
|---|--|
| <b>Task 1a: Listen and repeat, paying attention to the underlined words. (3 mins)</b>   |  |
| - Play the recording. Have Ss listen and repeat the sentences aloud in chorus, paying attention to the underlined words.<br>- Call on some Ss to read the sentences.<br>- Correct their pronunciation as a class. | <ol style="list-style-type: none"> <li>1. The sky today is <u>clear</u> and <u>blue</u>.</li> <li>2. The <u>speaker</u> talked a lot about <u>honesty</u>.</li> <li>3. The <u>store</u> on that corner sells local <u>specialities</u>.</li> </ol> |
| <b>Task 1b: Choose A, B, C, or D to show the word in each group with a different stress pattern. (3 mins)</b>   |  |
| - Ss work individually and choose the word in each line with a different stress pattern.<br>- T checks as a class.  | <b>Answer key:</b><br>1. B<br>2. C<br>3. D   |

**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 7 - 9.
- To provide Ss with more practice with the use of some key words.

**b. Content:**

- Task 2: Complete the sentences with the words and phrase from the box.
- Task 3: Use the correct forms of the words in brackets to complete the sentences.

**c. Expected outcomes:**

- Ss are able to recall the vocabulary items and their form.

#### d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES  | CONTENTS   |
|---|--|
| <b>Task 2: Complete the sentences with the words and phrase from the box. (5 mins)</b>  |  |
| <ul style="list-style-type: none"> <li>- Ask Ss to read the sentences and find the words / phrase to fill in the blanks. Have them read the sentences carefully and look for clues so that they can choose the right words / phrase to complete the sentences.</li> <li>- Then Ss share their answers with a partner.</li> <li>- Check Ss' answers</li> </ul>                           | <b>Answer key:</b> <ol style="list-style-type: none"> <li>1. single-use</li> <li>2. customers</li> <li>3. habitats</li> <li>4. natural disasters</li> <li>5. bargain</li> </ol>    |
| <b>Task 3: Use the correct forms of the words in brackets to complete the sentences. (6 mins)</b>   |  |
| <ul style="list-style-type: none"> <li>- Ss do this exercise individually.</li> <li>- Have Ss read the sentences for 2 - 3 minutes. Ask them what part of speech (noun, adjective, adverb, antonym with prefix, etc.) can be used to fill in each blank. Elicit their answers.</li> <li>- Ask some Ss to write their answers on the board.</li> <li>- T corrects as a class.</li> </ul> | <b>Answer key:</b> <ol style="list-style-type: none"> <li>1. destructive</li> <li>2. disadvantage</li> <li>3. extinction</li> <li>4. Addictive</li> <li>5. instructions</li> </ol> |

#### e. Assessment

- Teacher corrects students by going around while they're practising.

#### 4. GRAMMAR (12 mins)

##### a. Objectives:

- To help Ss revise the forms and uses of the tenses they have learnt in Units 7 – 9 (the past continuous, past simple, present simple for future events) in context.
- To help Ss apply the use of the grammar points they have learnt in Units 7 – 9 in real contexts.

##### b. Content:

- Task 4: Use the correct tense of the verbs in brackets to complete the sentences.
- Task 5: Complete the sentences so that they are true for you.

##### c. Expected outcomes:

- Students remember the learnt grammar points in Units 7, 8, 9

#### d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES   | CONTENTS   |
|--|--|
| <b>Task 4: Use the correct tense of the verbs in brackets to complete the sentences.</b>   |  |
| <ul style="list-style-type: none"> <li>- Ss do the task individually or in pairs.</li> <li>- Tell them to study the meaning and context of each sentence carefully and use the correct tense of the verbs given.</li> <li>- Check Ss' answers as a class.</li> </ul> | <b>Answer key:</b> <ol style="list-style-type: none"> <li>1. was cleaning</li> <li>2. has</li> <li>3. starts</li> <li>4. Were ... waiting</li> <li>5. was just falling; heard</li> </ol> |
| <b>Task 5: Complete the sentences so that they are true for you. (5 mins)</b>  |  |
| <ul style="list-style-type: none"> <li>- Give them some time to work independently and write down their sentences.</li> <li>- Then have them work in pairs to exchange their</li> </ul>  | <i>Students' answers</i>   |



sentences.

- Call on some Ss to write their answers on the board. Other Ss comment.
- T corrects as a class

**e. Assessment**

- Teacher gives corrections and feedback.

## 5. CONSOLIDATION

**a. Wrap-up**

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

**b. Homework**

- Do exercise in the workbook.

### Board Plan

*Date of teaching*

**Review 3**

**Lesson 1: Language**

**\*Warm-up**

**\* Pronunciation**

Task 1a: Listen and repeat.

Task 1b: Choose A, B, C, or D.

**\* Vocabulary**

Task 2: Complete the sentences.

Task 3: Use the correct forms of the words.

**\* Grammar:**

Task 4: Use the correct tense of the verbs.

Task 5: Complete the sentences.

**\*Homework**

## REVIEW 3 (UNIT 7-8-9)

### Lesson 2: Skills

#### I. OBJECTIVES

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

##### 1. Knowledge

- read for general and specific information about landslides;
- talk about the damage that the disaster(s) may cause;
- listen for specific information about air pollution;
- write a paragraph about where your family shops.

##### 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 3, Skills
- Computer connected to the Internet
- Projector / TV
- *hoclieu.vn*

#### Assumption

| Anticipated difficulties                     | Solutions   |
|--|---|
| Ss may lack experience of group / team work. | <ul style="list-style-type: none"> <li>- Encourage Ss to work in groups so that they can help one another.</li> <li>- Give short, clear instructions, and help if necessary.</li> </ul> |

#### 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:

- Guessing game.

###### c. Expected outcomes:

- Students' answers.

###### d. Organisation

| TEACHER'S AND STUDENTS' ACTIVITIES   | CONTENTS   |
|--|--|
| <b>Guessing game</b><br>- Teacher show some places to go shopping in Ha Noi and asks Ss to say the name of the places<br>- Students raise hands to answer. | <b>Suggested answers:</b><br>- Aeon<br>- Vincom<br>- Lotte |

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|---|--|
| - Teacher and students discuss the answers. |  |
|---|--|

**e. Assessment**

- Teacher corrects students' answers (if needed).

**2. ACTIVITY 1: READING (6 mins)**

**a. Objectives:**

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

**b. Content:**

- Task 1: Read the passage and tick T (True) or F (False) for each sentence.

**c. Expected outcomes:**

- Students are able to get the main ideas and find specific information to answer questions related to the text about landslides

**d. Organisation**

| TEACHER'S AND STUDENTS' ACTIVITIES   | CONTENTS   |
|--|--|
| <b>Task 1: Read the passage and tick T (True) or F (False) for each sentence. (6 mins)</b>   |  |
| <ul style="list-style-type: none"> <li>- Ask Ss to do the task individually. Tell them to read the passage two or three times, then read each statement, identify where it appears in the text, and decide if it is true (T) or false (F).</li> <li>- Ask Ss to work with a partner to discuss the answers.</li> <li>- Explain the new words and clarify anything difficult. Ask more questions to see if they understand the passage fully.</li> <li>- Call on some Ss to read the passage aloud before the class. Check their pronunciation and intonation.</li> <li>- Check the answers as a class</li> </ul> | <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. F</li> <li>2. T</li> <li>3. F</li> <li>4. T</li> <li>5. T</li> </ol> |

**e. Assessment**

- Teacher checks students' understanding

**3. ACTIVITY 2: SPEAKING (6 mins)**

**a. Objectives:**

- To provide Ss with an opportunity to practise their speaking skills

**b. Content:**

- Task 2: Work in pairs. Take turns to ask your classmate the following question.

**c. Expected outcomes:**

- Students are able to use the learnt structures and vocabulary to talk about the given topic.

**d. Organisation**

| TEACHER'S AND STUDENTS' ACTIVITIES  | CONTENTS                       |
|---|--------------------------------|
| <b>Task 2: Work in pairs. Take turns to ask your classmate the following question. (5 mins)</b>   |                                |
| <ul style="list-style-type: none"> <li>- First ask Ss to think of disaster(s) that sometimes happen in their area.</li> <li>- Ss work in pairs, asking and answering questions about that / those disaster(s). Tell them to use <i>Wh</i>-questions.</li> </ul> | <p><i>Students' answer</i></p> |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>- Then have Ss talk about the damage that the disaster(s) may cause.</li> <li>- Go round to monitor and give help when necessary.</li> <li>- Call on some pairs to perform the task in front of the class. T and other Ss listen and comment</li> </ul> |  |
|--|--|

**e. Assessment**

- Teacher checks the students' understanding.

**4. ACTIVITY 3: LISTENING (8 mins)**

**a. Objectives:**

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

**b. Content:**

- Task 3: Listen to the passage and fill in each blank with no more than TWO words.

**c. Expected outcomes:**

- Students can listen for specific information to complete the task.

**d. Organisation**

| TEACHER'S AND STUDENTS' ACTIVITIES  | CONTENTS  |
|---|---|
| <b>Task 3: Listen to the passage and fill in each blank with no more than TWO words. (8 mins)</b>   |   |
| <ul style="list-style-type: none"> <li>- Tell Ss that they are going to listen to a passage about air pollution in big cities. Tell them that their task is to write no more than two words in each blank while listening.</li> <li>- Ask Ss to read the sentences carefully and predict what word(s) should be filled in each blank.</li> <li>- Play the recording. Tell Ss to listen carefully and pay attention to keywords.</li> <li>- Ss write their answers as they listen. Check their answers.</li> </ul> | <p><b>Answer key:</b></p> <ol style="list-style-type: none"> <li>1. pollution</li> <li>2. dangerous</li> <li>3. air pollution</li> <li>4. coal</li> <li>5. other sources</li> </ol> |

**e. Assessment**

- Students' peer check.

**5. ACTIVITY 4: WRITING (10 mins)**

**a. Objectives:**

- To provide Ss with practice in writing a paragraph.

**b. Content:**

- Task 4: Write a paragraph (80 – 100 words) about where your family shops and give reasons for your choice.

**c. Expected outcomes:**

- Students can use the learnt words and grammar structures to write a paragraph

**d. Organisation**

| TEACHER'S AND STUDENTS' ACTIVITIES  | CONTENTS                 |
|---|--------------------------|
| <b>Task 4: Write a paragraph (80 – 100 words) about where your family shops and give reasons for your choice. (10 mins)</b> |                          |
| <ul style="list-style-type: none"> <li>- Before writing, brainstorm Ss' ideas about the</li> </ul>                          | <b>Suggested answer:</b> |

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| <p>reasons why they go shopping at a particular place: convenience, price, freshness of food, friendliness of sellers, etc. Also brainstorm words and phrases they may need for their writing.</p> <ul style="list-style-type: none"> <li>- Give them time to do the writing task.</li> <li>- T may have them swap their writing with their partner to check before handing it in.</li> <li>- Collect their papers to check at home.</li> </ul> | <p>My family usually shops at the open-air market in my neighbourhood. My mum goes shopping there once every two days. It is only about five minutes' walk from my home, so it is very convenient. There is a wide variety of goods, from groceries to vegetables, from clothes to kitchen utensils, etc. And their price is reasonable. Moreover, the food there is good and fresh as farmers bring their products to sell there every day. We are lucky to have a good shopping place nearby.</p> |
|---|---|

**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**

|   |
|---|
| <p><i>Date of teaching</i><br/> <b>Review 3</b><br/> <b>Lesson 2: Skills</b></p> <p><b>*Warm-up</b></p> <p><b>* Reading</b><br/> Task 1: Read and tick.</p> <p><b>* Speaking</b><br/> Task 2: Ask your classmate.</p> <p><b>* Listening</b><br/> Task 3: Listen and fill in each blank.</p> <p><b>* Writing</b><br/> Task 4: Write a paragraph.</p> <p><b>*Homework</b></p> |
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