# REVIEW 4 (UNITS 10 - 11 -12)

# Lesson 1: Language

**I. OBJECTIVES**

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

**1. Knowledge**

- Review the language they have studied from Unit 10 to 12

**2. Competences**

- Actively join in class activities

**3. Personal qualities**

- Be benevolent and responsible

- Develop self-study skills

**II. MATERIALS**

- Grade 8 textbook, Unit 12, Getting started

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- Phần mềm tương tác hoclieu.vn

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may not understand pronunciation, vocabulary and grammar clearly. | - - Review before doing exercise.  - - Provide feedback and help if necessary. |
| 1. Students may find the lesson boring due to a large number of language exercises. | - Encourage students to work in pairs, in groups so that they can help each other.  - Design as many exercises as games as possible.  - Provide feedback and help if necessary. |

**III. PROCEDURES**

**WARM-UP** (5 mins)

**a. Objectives:**

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

- To lead into the new unit.

**b. Content:**

- Games Whisper

**c. Expected outcomes:**

**-**  To remind students the knowledge that they have learnt in Units 10-11-12

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Whisper**  - Divide the class into four teams. One representative from each team comes to the board. Teacher gives them a sentence. That person will then whisper what she/he heard to the next person. Each person can only say, "Can you please repeat that?" one time. When the message reaches the end of the chain that person must speak out loud. | **Sentences:**   1. **We can’t connect the Internet in this room.** 2. **There are eigth planets in our solar system.** 3. **I have one TV, one radio and two tables.** |

**1. Pronunciation** (8 mins)

**a. Objectives:**

- To help students revise the pronunciation they have learnt in the unit

**b. Content:**

- To circle the correct answer

- To listen and repeat

**c. Expected outcomes:**

**-** Ss can remember pronounce correctly.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1: Choose the word which has a different stress pattern from that of the others.** *(Ex 1a, p.134)* | |
| - Have Ss do this exercise individually then share their answers with a partner before sharing their answers. Confirm the correct answers. Have some Ss read out the words. | ***Answer key:***  **1.** A **2.** C |
| **Task 2: Read the sentences out loud with the correct stress. How many stressed words are there in each sentence? Listen, check, and repeat.** *(Ex 1b, p.134)* | |
| - Elicit the rules for using stress in sentences. Have Ss do this exercise individually then share their answers with their partners before sharing their answers with the class. Confirm the correct answers.  - Invite some Ss to read the sentences aloud with the correct stress. | ***Answer Key + Audio script – Track 81:***  **3. How** will **peo**ple **tra**vel to **work** in the **fu**ture? **-> 5** stressed words  **4.** A: Will tech**no**logy rep**lace hu**mans in the **fu**ture? -> 4 stressed words  B: **No**, it **won’t**. **-> 2** stressed words |
| **Task 3: Draw a suitable arrow above each underlined word to show intonation. Then listen and repeat.** *(Ex 1c, p.134)* | |
| - Elicit the rules of intonation in sentences showing a list. Ss do this exercise individually then share their answers with their partners before sharing them with the class. Confirm the correct answers.  - Invite some Ss to read the sentences aloud with correct intonation. | ***Answer Key + Audio script – Track 82:***    **5.** I can remember the names of some    planets, such as Venus, Neptune, and Mars.    **6.** They have a TV, a fridge, a table, and four chairs. |

**e. Assessment**

**-** Teacher checks students’ answers and gives feedback.

**2. Vocabulary** (12 mins)

**a. Objectives:**

- To help Ss revise the vocabulary items they have learnt in the unit.

**b. Content:**

**-** Choose the correct answer.

- Fill in the blank.

**c. Expected outcomes:**

**-** Ss remember about the vocabulary items and their form.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 4 : Choose the best answer A, B, or C.** *(Ex 2, p.134)* | |
| - Have Ss do this exercise individually and then share their answers with their partners. Check and confirm the correct answers. | ***Answer key:***  **1.** B **2.** A **3.** C **4.** B **5.** C |
| **Task 5: Fill in each blank with the suitable form of the word given.***(Ex 3, p.134)* | |
| - Ask Ss what kind of word (i.e., noun, verb, etc.) can be used to fill in the blanks. Elicit their answers. Ss do this exercise individually. Call on two Ss to write their answers on the board. Confirm the correct answers. | ***Answer key:***  **1.** possibility  **2.** recognition  **3.** communication  **4.** connection  **5.** translation |

**e. Assessment**

- Teacher checks students’ exercise and gives feedback.

**3. GRAMMAR** (25 mins)

**a. Objectives:**

- To help Ss revise the grammar they have learnt in the unit.

**b. Content:**

**-**  To design a poster about a planet.

**c. Expected outcomes:**

**-** Students can make a poster about a planet

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 6: Rewrite each sentence so that it is closest in meaning to the original one.** *(Ex 4, p.132)* | |
| - Have Ss do this exercise on their own first. Have Ss compare their answers with a classmate. Invite Ss to share their answers. Ask them to explain their answers and correct the mistakes. Confirm the correct answers. | ***Answer key:***  **1.** B (on **→** for)  **2.** C (by **→** in)  **3.** C (your **→** yours)  **4.** B (in**→** of)  **5.** B (for **→** by/at) |
| **Task 7: Change these sentences into reported speech.** *(Ex 5, p.132)* | |
| - Ss do this individually and compare their answers with a partner. Call some Ss to go to the board to write their sentences. Other Ss comment. Confirm the correct sentences. Revise the structures if needed. | ***Answer key:***  **1.** My friend asked me what planet I wanted to visit.  **2.** She told me (that) she was reading a book about future ways of communication then.  **3.** Lan asked Nam how teachers would check attendance in the future.  **4.** Our club president said (that) we were having a video conference with other clubs the next/following  week.  **5.** I asked my mum when there would be a full moon. |

**4. CONSOLIDATION**

**a. Wrap-up**  
- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Learn new words by heart.

- Prepare for the next lesson.

**Board Plan**

| *Date of teaching* REVIEW 4Lesson 1: LANGUAGE **\*Warm-up**  - Whisper game   1. **Pronunciation**   Task 1: Choose the word which has a different stress pattern from that of the others.  Task 2: Read the sentences out loud with the correct stress. How many stressed words  are there in each sentence?  Task 3: Draw a suitable arrow above each underlined word to show intonation.   1. **Vocabulary**   Task 4: Choose the best answer A, B, or C  Task 5: Fill in each blank with the suitable form of the word given   1. **Grammar**   Task 6:Rewrite the sentences.  Task 7: Change the sentences into reported speech.  **\*Homework** |
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# REVIEW 4 (UNITS 10 - 11 -12)

# Lesson 2: Skills

**I. OBJECTIVES**

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

**1. Knowledge**

- reading for general and specific information;

- talking about study apps and devices;

- listening for specific information about the solar system;

- writing a paragraph about means of communication;

**2. Competences**

- Develop communication skills and cultural awareness

- Be collaborative and supportive in pair work and teamwork

- Actively join in class activities

**3. Personal qualities**

- Be benevolent and responsible

- Develop self-study skills

**II. MATERIALS**

- Grade 8 textbook, Unit 12, Getting started

- Computer connected to the Internet

- Projector / TV/ pictures and cards

- Phần mềm tương tác hoclieu.vn

**Assumption**

| **Anticipated difficulties** | **Solutions** |
| --- | --- |
| 1. Students may find the lesson boring due to a large number of language exercises. | - Encourage students to work in pairs, in groups so that they can help each other.  - Design as many exercises as games as possible.  - Provide feedback and help if necessary. |
| 1. Some students might excessively talk in the class. | - - Define expectations in explicit detail.  - - Have excessive talking students practise.  -Continue to define expectations in small chunks (before every activity). |

**III. PROCEDURES**

**WARM-UP** (5 mins)

**a. Objectives:**

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

- To lead into the new unit.

**b. Content:**

- Games Race at the board

**c. Expected outcomes:**

**-**  To remind students the knowledge that they have learnt in Units 10-11-12

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Race at the board**  - Divide the class into two or three teams. One representative from each team comes to the board. Teacher asks a question or give a problem, and the first person to write the correct answer on the board wins a point for their team. The catch: the students at 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. | **Questions:**  **1.** This is an [object](https://dictionary.cambridge.org/vi/dictionary/english/object) or [machine](https://dictionary.cambridge.org/vi/dictionary/english/machine) that has been [invented](https://dictionary.cambridge.org/vi/dictionary/english/invent) for a [particular](https://dictionary.cambridge.org/vi/dictionary/english/particular) [purpose](https://dictionary.cambridge.org/vi/dictionary/english/purpose). What is it?  **2.** What do you call a [computer](https://dictionary.cambridge.org/vi/dictionary/english/computer) [program](https://dictionary.cambridge.org/vi/dictionary/english/program)?  **3.** The sun and the group of planets that move around it. What is it?  **4.** Can you name some means of communication?  **Answers:**   1. **Device** 2. **App** 3. **Solar system** 4. **Post card, phone, TV, radio, newspaper, internet….** |

**1. Reading** (10 mins)

**a. Objectives:**

- To improve reading for general and specific information

**b. Content:**

- To read and tick (√) the boxes

**c. Expected outcomes:**

**-**  Sts can tick the right answers.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 1: Read the notices. Tick (√) the appropriate box(es).** *(Ex 1, p.135)* | |
| - Teacher gives Ss some time to read all the passages carefully, then asks them to do Ex. 1 individually.  - Teacher asks Ss compare their answers with a partner before giving the answers.  - Teacher confirms the correct answers. | ***Answer key:*** |

**e. Assessment**

**-** Teacher checks students’ answers and gives feedback.

**2. Speaking** (10 mins)

**a. Objectives:**

- To talk about study apps and devices freely and correctly.

**b. Content:**

- To ask and answer.

**c. Expected outcomes:**

**-**  Sts can talk about their study devices or apps.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 2 : Work in pairs. Ask and answer about a device or an app you use for studying. Report your partner’s answers to the class.** *(Ex 2, p.135)* | |
| - Have Ss work in pairs to ask and answer about a device or an app they use for studying. Ask them to report their partner’s answers to the class. | ***Suggested answers:***  *Raz plus is an amazing app. It helps me study English more effectively. I use it almost everyday. I can read a lot of reading books in both fiction and non-fiction. It also helps me improve my pronunciation by listening and recording. But I need to buy its account so as to use it.* |

**e. Assessment**

- Teacher checks students’ pronunciation and gives feedback.

**3. Listening** (10 mins)

**a. Objectives:**

- To improve scanning skills

**b. Content:**

- To listen and fill in the blanks

**c. Expected outcomes:**

**-**  Sts can fill in the blanks correctly.

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 3: Listen to Mark talking about the solar system. Fill in each blank with no more than TWO words.** *(Ex 3, p.135)* | |
| - Teacher asks Ss to read all the questions first, then try to guess the needed information to fill in the blanks. After that, teacher plays the recording for the first time. Ask Ss to listen and complete the sentences. Ask for their answers and write them on the board.  - Play the recording the second time for Ss to check their answers. Check Ss’ answers.  - Play the recording the last time if necessary, stopping at different places where Ss get the wrong answers. | ***Answer key:***  **1.** moons **2.** rocky surfaces  **3.** objects **4.** huge  **5.** rings  ***Audio script – Track 83:***  The Sun is a star which has eight planets that move around it. Many of these planets have moons. The Sun, the eight planets, their moons, and other objects make up our solar system.  Based on their distances from the Sun, the eight planets are divided into inner and outer planets. The four inner planets are fairly small and have rocky surfaces. They are Mercury, Venus, Earth and Mars.  Beyond Mars is the asteroid belt with millions of rocky objects. On the far side of the asteroid belt are the outer planets. They include Jupiter, Saturn, Uranus, and Neptune. These four planets are huge and are mostly made up of gas. They all have thick layers of clouds and rings around them. |

**4. Writing** (10 mins)

**a. Objectives:**

- To improve writing skills.

**b. Content:**

- To write a paragraph

**c. Expected outcomes:**

**-**  Sts can write a paragraph about means of communication

**d. Organisation**

| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| --- | --- |
| **Task 5: Write a paragraph (80 - 100 words) about your favourite means of communication. You may use the following questions as cues.** *(Ex 5, p.135)* | |
| - Ask Ss to discuss and answer the questions in pairs. Then have them write their paragraphs individually.  - Ask two students 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. | ***Suggested answers:***  The internet is my favorite means of communication. It is convenient and effective. I can use it anywhere, anytime. I usually use internet to chat with my friends, my family or somebody lives in another country. I will continue to use it. |

**4. CONSOLIDATION**

**a. Wrap-up**  
- Teacher asks students to talk about what they have learnt in the lesson.

**b. Homework**

- Learn new words by heart.

- Prepare for the final test

**Board Plan**

| *Date of teaching* REVIEW 4Lesson 2: SKILLS **\*Warm-up**  - Race at the board.  **1. Reading**  Task 1: Read the notices. Tick (√) the appropriate box(es).  **2. Speaking**  Task 2: Work in pairs. Ask and answer about a device or an app you use for studying. Report your partner’s answers to the class.  **3. Listening**  Task 3: Listen and complete each sentence with no more than TWO words.  **4. Writing**  Task 4: Write a paragraph (80 - 100 words) about your favourite means of communication.  \* **Homework\*** |
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