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

**Lesson 1: Language**

**I. OBJECTIVES**

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

**1. Knowledge**

- the language students have learnt in Unit 7-8-9

**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/

- Phần mềm tương tác hoclieu.vn

**Assumption**

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| **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 7-8-9) 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**

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| **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:***  - Shopping  - Natural disasters  - Enviromental protection |

**e. Assessment**

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

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

**a. Objectives:**

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

**b. Content:**

1a

- Play the recording. Have Ss listen and repeat the sentences aloud in chorus, paying attention to the underlined words. Call on some Ss to read the sentences. Correct their pronunciation as a class.

1b

- Ss work individually and choose the word in each line with a different stress pattern. T checks as a class.**c. Expected outcomes:**

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

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1:**  **a Listen and repeat, paying attention to the underlined words (3** mins)  **b Choose A, B, C, or D to show the word in each group with a different stress pattern.(3 mins)** | |
| 1a  Play the recording. Have Ss listen and repeat the sentences aloud in chorus, paying attention to the underlined words. Call on some Ss to read the sentences. Correct their pronunciation as a class.  1b  Ss work individually and choose the word in each line with a different stress pattern. T checks as a class. | **KEY:**  ***a.***  ***b****.*  *1. B*  *2. C*  *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 uses of some key words.

**b. Content:**

- Task 2,3 in Student book

**c. Expected outcomes:**

- Students’ answers

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 2. Complete the sentences with the words and phrase from the box.** (5 mins) | |
| - 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.  - Then Ss share their answers with a partner. Check Ss’ answers | ***Suggested answers:***  *1. single-use*  *2. customers*  *3. habitats*  *4. natural disasters*  *5. bargain* |
| **Task 3. Use the correct forms of the words in brackets to complete the sentences.** (6 mins) | |
| - Ss do this exercise individually.  - 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. Ask some Ss to write their answers on the board. T corrects as a class. | **Suggested answer:**  *1. destructive*  *2. disadvantage*  *3. extinction*  *4. Addictive*  *5. instructions* |

**e. Assessment**

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

**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) in context.

- To help Ss apply the use of the grammar points they have learnt in Units 7 – 9 in real contexts by completing sentences about themselves

**b. Content:**

**-** Ss do the task individually or in pairs. Tell them to study the meaning and context of each sentence carefully and use the correct tense of the verbs given. Check Ss’ answers as a class.

- Give them some time to work independently and write down their sentences.

- Then have them work in pairs to exchange their sentences.

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

**c. Expected outcomes:**

**-** Students’ answers

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 4: Use the correct tense of the verbs in brackets to complete the sentences** | |
| **-** Ss do the task individually or in pairs. Tell them to study the meaning and context of each sentence carefully and use the correct tense of the verbs given. Check Ss’ answers as a class. | **Suggested outcome:**  *1. was cleaning*  *2. has*  *3. starts*  *4. Were … waiting*  *5. was just falling; heard* |
| **Task 5: Complete the sentences, so that they are true for you.** (5 mins) | |
| - Give them some time to work independently and write down their sentences.  - Then have them work in pairs to exchange their sentences.  - Call on some Ss to write their answers on the board. Other Ss comment. T corrects as a class | **Suggested outcome:**  *Students answers* |

**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**

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| *Date of teaching*  **Review 3**  **Lesson 1: Language**  **\*Warm-up**  **\* Pronunciation**  Task 1:  a Listen and repeat, paying attention to the underlined words (3 mins)  b Choose A, B, C, or D to show the word in each group with a different stress pattern  **\* Vocabulary**  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.  **\* Grammar:**  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.  **\*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**

- The skills students have practised in Units 7 - 9.

**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/

- 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 show some places to go shopping in Hanoi and asks Ss to say the name of the places

- Students raise hands to answer.

- Teacher and students discuss the answers.

**c. Expected outcomes:**

- Students’ answers.

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Warm up:**  - Teacher show some places to go shopping in Hanoi and asks Ss to say the name of the places  - Students raise hands to answer.  - Teacher and students discuss the answers. | ***Suggested answers:***  - Aeon  - Vincom  - Lotte |

**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 practice their speaking skills

**b. Content:**

- Task 1-2 in Student book

**c. Expected outcomes:**

- Students’ answer

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 1: Read the passage and tick T (True) or F (False) for each sentence. (**7 mins) | |
| - 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).  - Ask Ss to work with a partner to discuss the answers.  - Explain the new words and clarify anything difficult. Ask more questions to see if they understand the  passage fully.  - Call on some Ss to read the passage aloud before the class. Check their pronunciation and intonation.  - Check the answers as a class | **KEY:**  *1. F*  *2. T*  *3. F*  *4. T*  *5. T* |
| **Task 2: Work in pairs. Take turns to ask your classmate the following question.** (5 mins) | |
| - First ask Ss to think of disaster(s) that sometimes happen in their area.  - Ss work in pairs, asking and answering questions about that / those disaster(s). Tell them to use Whquestions.  - Then have Ss talk about the damage that the disaster(s) may cause.  - Go round to monitor and give help when necessary.  - Call on some pairs to perform the task in front of the class. T and other Ss listen and comment | **Suggested answer:**  *Students’ 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.

**b. Content:**

- Task 3,4 in Student book

**c. Expected outcomes:**

- Students’ answers/paragraphs

**d. Organisation**

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| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Task 3. Listen to the passage and fill in each blank with no more than TWO words.** (7 mins) | |
| - 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.  - Ask Ss to read the sentences carefully and predict what word(s) should be filled in each blank.  - Play the recording. Tell Ss to listen carefully and pay attention to key words – words that help them  understand the ideas of the recording.  - Ss write their answers as they listen. Check their answers. | ***Suggested answers:***  *1. pollution*  *2. dangerous*  *3. air pollution*  *4. coal*  *5. other sources*  ***Audio script – Track 62:***  *Air pollution in big cities comes from several sources. The fuels from vehicles are the main cause of pollution in our cities. The problem starts when vehicles give out bad gases, which create air pollution. These gases can be very dangerous for children. Although the fuels are becoming cleaner, air quality is still affected as there are more and more cars and motorbikes on the road.*  *Transport is not the only reason why we have air pollution. Factories also release bad gases into the air, and it causes a lot of air pollution. Less pollution today comes from coal than in the past. However, air pollution remains a serious problem around the world, because bad gases are being released into the air from other sources, such as cooking, household wastes, and fires* |
| **Task 4. Write a paragraph (80 – 100 words) about where your family shops and give reasons for your choice.** (11 mins) | |
| - Before writing, brainstorm Ss’ ideas about the 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.  - Give them time to do the writing task. T may have them swap their writing with their partner to check  before handing it in.  - Collect their papers to check at home | **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**

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| *Date of teaching*  **Review 3**  **Lesson 2: Skills**  **\*Warm-up**  **\* Reading & Speaking**  Task 1: Read the passage and tick T (True) or F (False) for each sentence.  Task 2: Work in pairs. Take turns to ask your classmate the following question.  **\* Listening & Writing:**  Task 3. Listen to the passage and fill in each blank with no more than TWO words.  Task 4. Write a paragraph (80 – 100 words) about where your family shops and give reasons for your choice.  **\*Homework** |