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| **School: ………………………………………..** | **Date:…………………………………..** |
| **Class: …………………………….....................** | **Period: …………………………..........** |

**UNIT 8: TRADITIONS OF ETHNIC GROUPS IN VIETNAM**

**Review 2 (Page 105)**

**I. OBJECTIVES**

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

**1.1. Language knowledge and skills**

- review vocabulary words (*blouse, embroidery, steamed, cloth, pattern, apron, utensil, basket, product, corn*)

- review grammar, pronunciation, and practice writing.

- practice listening and reading skills.

- practice test taking skills.

**1.2. Competences**

- improve writing skills and other skills related.

- improve the use of English.

- get used to the test format.

**1.3. Attributes**

**-** have positive attitude in English language learning so that they actively participate in all classroom activities.

- review the old lesson and have good preparation for the test.

**II. TEACHING AIDS AND LEARNING MATERIALS**

**1. Teacher’s aids:** Student book and Teacher’s book, class CDs, Digital Book (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác), projector/interactive whiteboard / TV (if any), PowerPoint slides, handouts.

**2. Students’ aids:** Student’s book, workbook, notebook.

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Vocabulary: Match the words with the definitions.  - Grammar:  + Fill in the blanks with correct articles.  + Complete the sentences using reported speech for questions.  - Pronunciation: Choose the word that has the stress differ from the other.  - Write a short paragraph. | **-** Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers.  - Ss’ answers. | - T’s feedback/Peers’ feedback.  - T’s feedback/Peers’ feedback.  - T’s feedback/Peers’ feedback.  - T’s feedback/Peers’ feedback.  - T’s feedback/Peers’ feedback. |

**IV. PROCEDURES**

**A. Warm up: (10’)**

**a) Objective:** Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by enjoyable and short activities as well as to engage them in the follow-up steps.

**b) Content:** Review vocabulary words. Ss work individually to write the words.

**c) Expected outcomes:** Ss write the words with correct spellings.

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Look and write the words.**  - Use DCR or PPT to show pictures of the keywords in the unit.  - Have Ss work individually.  - Show a picture to Ss. Ask Ss to write the correct name of the word on a piece of paper or a note.  - Set the time in 10 seconds.  - Ask the volunteer to say and spell the word aloud.  - Reward for each correct word. | - Look at the pictures.  - Work individually.  - Look and write the words down.  - Raise hand to give answer. |

**B. New lesson (30’)**

* **Activity 1: Vocabulary (10’)**

**a) Objective:** Ss can review vocabulary about ethnic culture and customs.

**b) Content:**  Match the words with the definitions.

**c) Expected outcomes:** Ss produce the new language successfully, and they can use these words in speaking and writing.

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Fill in the blanks with the words from the box.**  - Use DCR to show the task.  - Have Ss read the words on the left and the definition on the right.  - Ask Ss to work in pairs to match the words with the definitions.  - Have Ss give answers, tell the meaning of the words /phrase again.  - Check answers as a whole class.  **Answer keys** | - Read the sentences.  - Work in pairs.  - Give answers. |

* **Activity 4: Grammar (10’)**

**a) Objective:** Ss can review the use of English: the article with a, the, and zero article, and the reported speech for questions.

**b) Content:**

- Fill in the blank with a, the, zero article.

- Complete the sentences to report what the people asked.

**c) Expected outcomes:** Ss produce the new language successfully, and they can use the grammar points in speaking and writing.

**d) Organization of the activity:**

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| --- | --- |
| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Fill in the blank with a, the, zero article.**  - Use DCR to show the task.  - Have Ss retell the way to use articles: *a, the,* and *zero article.*  - Ask Ss to work individually to fill in the blanks.  - Have Ss work in pairs to check each other’s work.  - Call Ss to give answers, explain for their choice.  - Check answers as a whole class.  **Answer keys**    **Task b. Complete the sentences to report what the people asked.**  - Use DCR to show the task.  - Have Ss read the questions and recall Ss’s knowledge about the reported speech for questions.  - Have Ss write complete the report using reported speech for questions.  - Ask Ss to work in pairs to check each other’s work.  - Have Ss write answers on the board.  - Check Ss’ answers, give feedback.  **Answer keys** | - Review old knowledge.  - Work individually.  - Work in pairs.  - Give answers.  - Do the task.  - Read the questions.  - Do the task.  - Exchange answers.  - Write answers on the board. |

* **Activity 5: Pronunciation & Writing (10’)**

**a) Objective:**

**-** Ss can review the word stress and vowels.

- Write a paragraph about customs and traditions.

**b) Content:**

- Circle the word that has different stress from the rest.

- Write a paragraph 80-100 words.

**c) Expected outcomes:** Ss produce the new language successfully.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Circle the word that differs from the other three in the position of primary stress in each of the following questions.**  - Use DCR to show the task.  - Ask Ss to work individually to circle the answer.  - Have Ss work in pairs to check each other’s work.  - Call Ss to give answers, pronounce the words again.  - Give feedback, correct Ss’ pronunciation if necessary.  **Answer keys**    **Writing: Write about the customs and traditions of an ethnic group that you know well. Write 80 to 100 words.**  - Give Ss 8 minutes to write the paragraph themselves.  - Recall Ss memory about the types of giving supporting information.  - Ask some volunteers to read their passage in front of the class.  - Give feedback and evaluation. | - Listen.  - Work individually.  - Work in pairs.  - Give answers.  - Prepare an outline for the writing.  - Check on the knowledge in Lesson 3.  - Present in front of the class. |

**C. Consolidation and homework assignments (5’)**

**\* Consolidation:**

**\* Grammar of Unit 8: articles, reported speech for questions.**

**\* Vocabulary of Unit 8**: Vocabulary about different ethnic groups in Vietnm and their culture.

**\* Homework:**

- Review vocabulary, grammar of unit 8.

- Do the exercises in WB: Review of Unit 8 – Part 2 (page 57).

- Do Review 2 in the notebook i-Learn Smart World 8 – (Pages 70 & 71)

**V. Reflection**

a. What I liked most about this lesson today:

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1. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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