**Trường: ....................** Họ và tên giáo viên:

**Tổ: ....................** ....................

# REVIEW 1

**Môn học: tiếng Anh- lớp 8 (Thời gian thực hiện: 2 tiết)**

# Period: 23-24

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| **Class** | **Date of teaching** | **Attendance** |
| **8** |  |  |

1. **OBJECTIVES**

* By the end of the lesson, students are expected to achieve the following objectives:

# Knowledge:

* Vocabulary: Understand the meaning of the key words or word collocations below: 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;
* Pronunciation: Pronouncing the sounds /ʊ/ and /u:/; /ə/ and /ɪ/; /ʊə/ and /ɔɪ/ correctly in words and sentences;
* Grammar: use verbs of liking / disliking followed by gerunds and / or *to-* infinitives to talk about likes and dislikes; use the comparative forms of adverbs; use simple sentences and compound sentences; first condition.

# Competencies:

* + 1. **General competencies:**
* Form and improve such competencies as communication, self-learning capability, creative capacity, ability to use of language……
* Be collaborative and supportive in pair work and teamwork
* Actively join in class activities

# Specific competencies:

* Improve such competencies related to language learning as listening, speaking, reading, and use of language (vocabulary, phonetics, grammar).

+ Student are expected to pronounce, know the meaning of the key words and understand the main grammatical points, then do the tasks that follow.

* Communication and cooperation: understand and express themselves using a foreign language, orally and writing; express opinions and respect those of others

+ Student are expected to

* 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; use simple sentences and compound sentences;

* Read for general and specific information about managing stress;
* Talk about living in the countryside;
* Listen for specific information about lives in the city and in the countryside;
* Write a paragraph about leisure activities.

# Qualities:

* Have a positive attitude towards what they have learnt in the lesson: honesty, account abilities, community, love and care for family and friends, sympathy for the disadvantaged, better understanding of social problems, generosity, diligence..,
* Be ready and confident in the midterm test

# PREPARATIONS

* Teacher: Text book, laptop, loudspeaker, projector…
* Students: Text books, studying equipment’s….

# PROCEDURE

**Period**: **23-Lesson 1: Language**

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| **ACTIVITY 1: WARM UP (5’)**  **1. Aim:**   * To create an active atmosphere in the class before the lesson; * To lead into the new lesson.   **2. Content:**  - Game : Finding keywords  **3. Products:**  - Students are able to recall the topic of 3 previous units.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  - **Keywords game:**  **Step 2: Task performance**  **-** Teacher shows 3 sets of pictures and asks students to find a keyword for each set of pictures.   * Students raise hands to answer.   **Step 3: Report and discussion**   * Teacher and students discuss the answers.   **Step 4: Judgement**   * Teacher checks the answers as a class. | **Keywords game:**  ***Suggested answers:***   * Leisure time * Life in the countryside * Teenagers |
| **ACTIVITY 2: Pronunciation (5’)**  **1. Aim:**  - To help Ss review pairs of sounds /ʊ/ and /u:/, /ə/ and /ɪ/, and /ʊə/ and /ɔɪ/ in Units 1 - 3.  **2. Content:** | |

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| - Task 1: Circle the word whose underlined part is pronounced differently from the others.  **3. Products:**  - Students know how to identify between pairs of sounds.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering**  **Circle the word whose underlined part is pronounced differently from the others.**  **Step 2: Task performance**   * Write some words containing the sounds taught in Units 1 - 3 on the board. * Underline the letter(s) containing the sounds.   **Step 3: Report and discussion**   * 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.   **Step 4: Judgement**   * Check and confirm the correct answers | **1. Circle the word whose underlined part is pronounced differently from the others. *Answer key:***   1. B 2. D 3. B 4. C 5. B |
| **ACTIVITY 3: Vocabulary (11’)**  **1. Aim:**   * To help Ss review new vocabulary learnt in Units 1 - 3. * To provide Ss with more practice with the use of some key words.   **2. Content:**   * Task 2: Circle the correct answer A, B, or C. * Task 3: Complete the sentences with the words from the box.   **3. Products:**  - Ss are able to recall the vocabulary items and their form.  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 2 (5’)**  **Step 1: Task delivering**  **Circle the correct answer A, B, or C Step 2: Task performance**   * Have Ss work individually.   **Step 3: Report and discussion**   * Then ask some Ss to read out their answers.   **Step 4: Judgement**   * Confirm the correct answers. * Correct Ss’ pronunciation if necessary. | **2. Circle the correct answer A, B, or C** |
| **Task 3: (6’)** | **3. Complete the sentences** |

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| **Step 1: Task delivering**  **Complete the sentences with the words from the box.**   * **Step 2: Task performance**   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.   **Step 3: Report and discussion**   * 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.   **Step 4: Judgement**  **-** Teacher corrects students by going around while they’re practising. | **with the words from the box.**  ***Answer key:***   1. hospitable 2. pressure 3. focus 4. trained 5. bully |
| **ACTIVITY 4: GRAMMAR (12’)**  **1. Aim:**   * 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.   **2. Content:**   * Task 4: Choose the correct answer A, B, or C. * Task 5: Underline the correct bold word in each sentence.   **3. Products:**  **-** Students remember the learnt grammar points in Units 1, 2, 3  **4. Implementation:** | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Task 4: (7’)**  **Step 1: Task delivering**  **Choose the correct answer A, B, or C.**   * Have Ss do the task individually or in pairs.   **Step 2: Task performance**   * Ask Ss to read each sentence and decide which answer (A, B, or C) best completes the sentence.   **Step 3: Report and discussion**   * Call on some Ss to share their answers with the class.   **Step 4: Judgement**   * Confirm the correct answers as a class. Explain if necessary. | **4. Choose the correct answer A, B, or C.**  ***Answer key:***   1. B 2. A 3. C 4. B   **5.A** |

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| **Task 5:**  **Step 1: Task delivering**  **Underline the correct bold word in each sentence.**  **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * Call on some Ss to share their answers with the class.   **Step 4: Judgement**   * Confirm the correct answers as a class. Explain if necessary. T may then call on some Ss to read aloud the correct sentences. * Teacher gives corrections and feedback. | **5. Underline the correct bold word in each sentence. *Answer key:***   1. so 2. but 3. otherwise 4. and 5. therefore |
| **ACTIVITY 7: APPLICATION (2' )**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **4. Implementation:** | |
| **TEACHER AND STUDENTS'**  **ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they |  |

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| have learnt.  **-** Home assignment  **Step 2: Task performance**   * Teacher summarizes the lesson * T lets Sts take note the home assignment   **Step 3: Report and discussion**   * T asks, Sts answer   **Step 4: Judgement**   * T gives feedback and requires Sts do homework. | **Home assignment:**  - Do more exercises in workbook. |

# Period: 24-Lesson 2: Skills

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| **ACTIVITY 1: WARM UP (5’)**  **1. Aim:**   * To create an active atmosphere in the class before the lesson; * To lead into the lesson.   **2. Content:**  **-** Students act out a hobby without saying a word.  **3. Products:**  - Students can remember words related to hobbies.  **4. Implementation:**  **-** Teacher instructs  - Sts do as required | |
| **TEACHER AND STUDENTS' ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering Miming game:**  **Step 2: Task performance**   * Teacher calls 1 student to the board and secretly shows him/ her a hobby. * That student acts out the hobby without saying a word. The other students raise their hands to answer.   **Step 3: Report and discussion**   * Teacher and students discuss the answers.   **Step 4: Judgement**  -Teacher checks the answers as a class. | **Miming game:**  ***Suggested answers:***   * Gardening * Taking photos * Horse riding |
| **ACTIVITY 2: Reading (7’)**  **1. Aim:**  - To provide Ss with practice in reading for main ideas and specific information about stress  **2. Content:**  - Practise reading. Choose the correct answer, A, B, C  **3. Products:**  - Students are able to get the main ideas and find specific information to answer questions related to the text about managing stress | |

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| **4. Implementation:** | |
| **TEACHER AND STUDENTS'**  **ACTIVITIES** | **CONTENTS** |
| **Task 1:**  **Step 1: Task delivering**  **Read the passage and choose the correct answer A, B, or C.**  **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * Call on some Ss to share their answers with the class. * Confirm the correct answers as a class. Explain if needed.   **Step 4: Judgement**   * Teacher confirms the answers as a class. | 1. **Reading**    1. **Read the passage and choose the correct answer A, B, or C.**   ***Answer key:***   1. B 2. C 3. A 4. C 5. B |
| **ACTIVITY 3: Speaking (6’)**  **1. Aim:**  - To provide Ss with an opportunity to talk about the reasons people like / dislike living in the countryside and advantages and disadvantages of living in the city.  **2. Content:**  - 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.  **3. Products:**  - Students are able to use the learnt structures and vocabulary to talk about the given topic.  **4. Implementation:** | |
| **TEACHER AND STUDENTS'**  **ACTIVITIES** | **CONTENTS** |
| **Task 2**  **Step 1: Task delivering**  **Work in pairs. interview each other, using the questions below. Take notes of the answers and then report the results to the class.**  **Step 2: Task performance**  - Have Ss work in pairs or groups. | **II. Speaking**  **2. Work in pairs. interview each other, using the questions below. Take notes of the answers and then report the results to the class.**  ***Questions:***  *- What are some reasons why* |

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| * Ask Ss to make notes for the three questions. * Allow Ss some time to talk. * Ask them to look at Unit 2 (if necessary) for vocabulary about life in the countryside and city, and advantages and disadvantages of living there.   **Step 3: Report and discussion**   * 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.   **Step 4: Judgement**   * Listen and comment, especially on the explanations. * Listen and comment, especially on the explanations. | *people like living in the countryside?*   * *What are some reasons why people dislike living in the countryside?* * *What are some advantages or disadvantages of living in the city?* |
| **ACTIVITY 4: Listening (8’)**  **1. Aim:**  - To provide Ss with more practice on listening for specific information  **2. Content:**  - Task 3: Listen to Tom and Mai talking about their lives in the city and the countryside. Fill in each blank with one word.  **3. Products:**  - Students can listen for specific information to complete the table.  **4. Implementation:** | |
| **TEACHER AND STUDENTS'**  **ACTIVITIES** | **CONTENTS** |
| **Task 3:**  **Step 1: Task delivering**  **Listen to Tom and Mai talking about their lives in the city and the countryside. Fill in each blank with one word.**  **Step 2: Task performance**   * 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.   **Step 3: Report and discussion**   * Check the answers as a class. If needed, play the recording again and pause when an answer | **3. Listen to Tom and Mai talking about their lives in the city and the countryside. Fill in each blank with one word.**  ***Answer key:***   1. places 2. convenient 3. public 4. spacious 5. hospitable |

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| comes.  **Step 4: Judgement**  - Check and confirm the correct answers. |  |
| **ACTIVITY 5: Writing (10’)**  **1. Aim:**  - To provide Ss with practice in writing a paragraph about a leisure activity that a member of their family does.  **2. Content:**  - Task 4: Write a paragraph (80 – 100 words) about the leisure activities one of your family members does. You can use the following questions as cues.  **3. Products:**  - Students’ paragraphs  **4. Implementation:** | |
| **TEACHER AND STUDENTS'**  **ACTIVITIES** | **CONTENTS** |
| **Task 4:**  **Step 1: Task delivering**  **Write a paragraph (80 – 100 words) about the leisure activities one of your family members does. You can use the following questions as cues**  **Step 2: Task performance**   * 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. * **Step 3: Report and discussion**   Ask some Ss to read aloud their writing and give feedback on vocabulary, grammar structures showing likes and dislikes, and connectors.  **Step 4: Judgement**  **-** Students’ peer check | **4. Write a paragraph (80 – 100 words) about the leisure activities one of your family members does. You can use the following questions as cues Suggested answer:**  *Students’ paragraph* |
| **ACTIVITY 6: APPLICATION (2' )**  **1. Aim**:   * End up the lesson. Quickly assess if students remember what they have learnt * To give Home assignment   **2. Content**:   * Remind students of what they have learnt in the lesson. * Home assignment   **3. Products**:   * Students can repeat what they have learnt * Take note Home assignment   **4. Implementation:** | |

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| **TEACHER AND STUDENTS'**  **ACTIVITIES** | **CONTENTS** |
| **Step 1: Task delivering (Home assignment)**  - Ask one or two Ss to tell the class what they have learnt.  **-** Home assignment  **Step 2: Task performance**   * Teacher summarizes the lesson * T lets Sts take note the home assignment   **Step 3: Report and discussion**   * T asks, Sts answer   **Step 4: Judgement**   * T gives feedback and requires Sts do homework. | **\* Home assignment:**  - Do more exercises in workbook. |