**Trường:** Họ và tên giáo viên:

**Tổ:** ………………..

# REVISION

**Môn học: tiếng Anh- lớp 8 (Thời gian thực hiện: 1 tiết)**

# Period: 25

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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: Pronounce the sounds /d/ and /t/; /i/ and /ai/ correctly in words and sentences; Stress in two-syllable words and stress in three-syllable word.
* 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 conditional

# 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 /d/ and /t/; /i/ and /ai/ correctly in words and sentences; Stress in two-syllable words and stress in three-syllable word.
* 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

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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:**  - Free talk  **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**  - Free talk  **Step 2: Task performance**  **-** Teacher asks students to answer some questions.   * 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. |  |
| **ACTIVITY 2: Pronunciation (10’)**  **1. Aim:**  - To help Ss review pairs of sounds /d/ and /t/; /i/ and /ai/  **2. Content:** | |

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| * Choose the words which has underlined part pronounced different from others. * Choose the word that has the stress pattern different from the others.   **3. Products:**   * Students know how to identify between pairs of sounds. * Students know how to identify stress   **4. Implementation:** | |
| **TEACHER AND STUDENTS'**  **ACTIVITIES** | **CONTENTS** |
| 1. **NEW LESSON.**    1. **Choose the words which has underlined part pronounced different from others. (5’/GW**  * Students work in groups * Teacher checks and corrects | **I. Choose the words which has underlined part pronounced different from others.**   1. A. stayed B. joined C. lived D. looked 2. A. reliev**ed** B. invit**ed** C. wait**ed** D. decid**ed** 3. A. invented B. Stopped C. walked D. looked 4. A. exciting B. rice C. city D. ride 5. A. curious B. minority C. basic D. complicated |
| **2. Choose the word that has the stress pattern different from the others.(5’/PW)**   * Students work in pairs * Teacher checks and corrects | **II. Choose the word that has the stress pattern different from the others.**   1. A. harvest B. collect C. peaceful D. whisper 2. A. fashion B. robot C. bamboo D. Spacious 3. A. addiction B. procession C. musician D. heritage 4. A. information B. technology C. community   D. activity  5. A. reduction B. popular C. financial D. romantic |
| **ACTIVITY 3: Vocabulary (8’)**  **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:**  - Circle the correct answer A, B, or C.  **3. Products:**  - Ss are able to recall the vocabulary items and their form.  **4. Implementation:** | |
| **3. Choose the best option from A, B, C or D to complete the following sentences.**   * T summarizes the main points of the lesson. * Students work in groups * Teacher checks and corrects Key:   1.D 2.B 3. C  4. C 5. A | **III. Choose the best option from A, B, C or D to complete the following sentences.**   1. My mother loves food for my family.   A. prepare B. prepares C. prepared D. preparing  2. My students enjoy English very much.  A. learn B. learning C. learnt D. to learn   1. Tuan likes TV. He watches TV whenever he can.   A. to watch B. watchC. watching D. watched 4.Things in the city are than in the country.  A. interestinger B. interestingger  C. more interesting D. much interesting 5 ethnic group has the largest population in Viet Nam?  A.Which B.What C. Where D. When |
| **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 the correct tense of the verbs in brackets to | |

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| complete the sentences.  **2. Content:**   * Complete the sentences using the correct form of the words in brackets. * Use the correct tense of the verbs in brackets to complete the sentences.   **3. Products:**  **-** Students remember the learnt grammar points in Units 1, 2, 3  **4. Implementation:** | |
| **TEACHER AND STUDENTS'**  **ACTIVITIES** | **CONTENTS** |
| **3. Complete the sentences using the correct form of the words in brackets.**   * Students work in pairs * Teacher checks and corrects Key:   1. carefully 2. bigger  1. Quiet 4. Information  **4. Use the correct tense of the verbs in brackets to complete the sentences.**   * Students work in groups * Teacher checks and corrects Key:   1.cooking 2. Stand  3. has collected 4. did  5. ate | **III. Complete the sentences using the correct form of the words in brackets.**   1. If you write ……., you will make fewer mistake. (careful) 2. The child is getting everyday.   (big)   1. I like our village because it is small and (quietness) 2. Teacher gave me a lot of about this   lesson. (informative)  **IV. Use the correct tense of the verbs in brackets to complete the sentences.**   1. My sister enjoys (cook) when   she is free.   1. His parents can’t (stand) him   listening to rock music at night.   1. She (collect) stamps from many   countries since he was eight.   1. He (do) his homework everyday. 2. They (eat) a lot of food last   night. |
| **ACTIVITY 5: Writing (5’)**  **1. Aim:**  - To provide Ss with practice in rewriting the sentences using the beginning given for each  **2. Content:**  - Rewriting the sentences using the beginning given for each.  **3. Products:**  - Students’ paragraphs  **4. Implementation:** | |
| **TEACHER AND STUDENTS'**  **ACTIVITIES** | **CONTENTS** |
| **5. Rewrite the sentences using the beginning given for each(5’/PW)**   * Students work in pairs * Teacher checks and corrects Key: | 1. **Rewrite the sentences using the beginning given for each**    1. A sports car goes faster than an ordinary car.   ->An ordinary car goes………………………….   * 1. Her father is painting the house. |

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| 1. An ordinary car goes more slowly than a sports car. 2. The house was being painted by her father 3. Although it’s raining hard, they still want to go to school 4. If she weren’t lazy she could pass the exam. 5. We have lived here for fifteen years. | ->The house…………….…………………..........   1. It’s raining hard, but they still want to go to school.   ->Although....................……….………………….   1. She is lazy so she can’t pass the exam.   ->If ……………………..........……………………   1. We started living here fifteen years ago.   ->We have…..................…….…………………… |
| **ACTIVITY 6: APPLICATION (5' )**  **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 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. | **\*HOMEWORK:**   * Review Unit 1-2-3. * Do the “Test yourself 1: Exercise 1, 2 ,3 (P.24,25 WB) |

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