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|  | ***Period: 101***  **REVIEW 4 (UNIT 10-11-12)**  **Lesson 1: Language P** | | | TA8 |
| **Class** | | **Date of planning** | **Date of teaching:** | |
| 8A | | 20/04/2024 | 03/05/2024 | |

**I. OBJECTIVES:** \* By the end of this unit, students will be able to:

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

**1. Knowledge:**

***+ Vocabulary:*** technology(n); face to face (adj); epidemics (n); contact lens (n); breakout room (n); invention (n).

***+ Language:*** Reported speech (statements); Giving and responding to good news.

***+ Pronunciation:*** Review.

**2. Competence:**

**a) General competencies:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**b) Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Qualities:** - Have a positive attitude toward shopping places and dream shopping place. Ss have the good attitude to working in groups, individual work, pair work, cooperative learning.

**II. PREPARATIONS**

**Teacher:** Grade 8 textbook, laptop, TV, pictures and realia, Computer connected to the Internet. Phần mềm tương tác hoclieu.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE**

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| **1. WARM-UP (5’-IW)**  **a. Objectives:**  - To create an active atmosphere in the class before the lesson  - To lead into the new unit.  **b. Content:**  - Games Whisper  **c. Product:**  **-**  To remind students the knowledge that they have learnt in Units 10-11-12  **d. Implementation:** Teacher’s instruction | |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Whisper**  **Step 1: Task delivering**  - Divide the class into four teams. One representative from each team comes to the board.  **Step 2: Task performance**  - Ss’ observation  - 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.  **Step 3: Report and discussion** | 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. |
| **2. KNOWLEDGE FORMATION (20’-IW, PW, GW)**  **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. Product:**  **-** Ss can remember pronounce correctly.  **d. Implementation:** Teacher’s instruction | |
| **Task 1: Choose the word which has a different stress pattern from that of the others.**  **Step 1: Task delivering**  - Have Ss do this exercise individually.  **Step 2: Task performance**  - Ss’ observation  - Ss choose the word which has a different stress pattern from that of the others.  **Step 3: Report and discussion**  **-** Ssshare their answers with a partner before sharing their answers.  - Student’s answers  **Step 4: Judgement**  - Confirm the correct answers.  - Have some Ss read out the words.  **Task 2: Read the sentences out loud with the correct stress. How many stressed words are there in each sentence? Listen, check, and repeat.**  **Step 1: Task delivering**  - Elicit the rules for using stress in sentences.  - Have Ss do this exercise individually.  **Step 2: Task performance**  - Ss’ observation  - Ss read the sentences out loud with the correct stress.  **Step 3: Report and discussion**  - Ss share their answers with their partners before sharing their answers with the class.  - Student’s answers  **Step 4: Judgement**  - Confirm the correct answers.  - Invite some Ss to read the sentences aloud with the correct stress.  **Task 3: Draw a suitable arrow above each underlined word to show intonation. Then listen and repeat.**  **Step 1: Task delivering**  - Elicit the rules of intonation in sentences showing a list. - Ss do this exercise individually.  **Step 2: Task performance**  - Ss’ observation  **-** Ss listen and repeat.  - Ss draw a suitable arrow above each underlined word to show intonation  **Step 3: Report and discussion**  - Ss share their answers with their partners before sharing them with the class.  - Student’s answers  **Step 4: Judgement**  - Confirm the correct answers.  - Invite some Ss to read the sentences aloud with correct intonation. | **\* Pronunciation**  **1: Choose the word which has a different stress pattern from that of the others.** *(Ex 1a, P.134)*  ***Answer key:***  **1.** A **2.** C  **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, P134)*  ***Answer Key***  **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  **3: Draw a suitable arrow above each underlined word to show intonation. Then listen and repeat.** |
| **3. PRACTICE (15’-IW, PW, GW)**  **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. Product:**  **-** Ss remember about the vocabulary items and their form.  **d. Implementation:** Teacher’s instruction | |
| **Task 4 : Choose the best answer A, B, or C.**  **Step 1: Task delivering**  - Have Ss do this exercise individually.  **Step 2: Task performance**  - Ss’ observation  - Ss choose the best answer A, B, or C.  **Step 3: Report and discussion**  - Ss share their answers with their partners.  - Student’s talk  **Step 4: Judgement**  - Check and confirm the correct answers.  **Task 5: Fill in each blank with the suitable form of the word given.**  **Step 1: Task delivering**  - Ask Ss what kind of word (i.e., noun, verb, etc.) can be used to fill in the blanks.  - Ss do this exercise individually.  **Step 2: Task performance**  - Ss’ observation  - Ss fill in each blank with the suitable form of the word given.  **Step 3: Report and discussion**  - Call on two Ss to write their answers on the board.  - Student’s answers  **Step 4: Judgement**  - Confirm the correct answers.  - Elicit their answers. | **\* Vocabulary**  **4 : Choose the best answer A, B, or C.** *(Ex 2, P134)*  ***Answer key:***  **1.** B **2.** A **3.** C  **4.** B **5.** C  **5: Fill in each blank with the suitable form of the word given.** *(Ex 3, P134)*  ***Answer key:***  1. possibility  2. recognition  3. communication  4. connection  5. translation |
| **4. APPLICATION/ PRODUCTION (10’-IW, PW, GW)**  **a. Objectives:**  - To help Ss revise the grammar they have learnt in the unit.  **b. Content:**  **-**  To design a poster about a planet.  **c. Product:**  **-** Students can make a poster about a planet  **d. Implementation:** Teacher’s instruction | |
| **Task 6: Rewrite each sentence so that it is closest in meaning to the original one.**  **Step 1: Task delivering**  - Have Ss do this exercise on their own first.  - T asks Ss to rewrite each sentence so that it is closest in meaning to the original one.  **Step 2: Task performance**  - Ss’ observation  - Ss to rewrite each sentence.  **Step 3: Report and discussion**  - Have Ss compare their answers with a classmate.  - Invite Ss to share their answers.  - Student’s talk  **Step 4: Judgement**  - Ask them to explain their answers and correct the mistakes.  - Confirm the correct answers.  **Task 7: Change these sentences into reported speech.**  **Step 1: Task delivering**  - Ss do this individually and compare their answers with a partner.  - Revise the structures if needed.  **Step 2: Task performance**  - Ss’ observation  - Ss change these sentences into reported speech.  **Step 3: Report and discussion**  - Call some Ss to go to the board to write their sentences.  - Confirm the correct sentences.  **Step 4: Judgement**  - T comments and gives feedback on Ss’ answers.    **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | **\* GRAMMAR**  **6: Rewrite each sentence so that it is closest in meaning to the original one.** *(Ex 4, P135)*  ***Answer key:***  1. B (on → for)  2. C (by → in)  3. C (your → yours)  4. B (in→ of)  5. B (for **→** by/at)  **7: Change these sentences into reported speech.** *(Ex 5, P135)*  ***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.  **\* Home assignment**  - Learn new words by heart.  - Prepare for the next lesson. |

**V. FEEDBACK:**

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|  | ***Period: 102***  **REVIEW 4 (UNIT 10-11-12)**  **Lesson 2: Skills P** | | | TA8 |
| **Class** | | **Date of planning** | **Date of teaching:** | |
| 8A | | 20/04/2024 | 04/05/2024 | |

**I. OBJECTIVES:** \* By the end of this unit, students will be able to:

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

**1. Knowledge:**

***+ Vocabulary:*** technology(n); face to face (adj); epidemics (n); contact lens (n); breakout room (n); invention (n).

***+ Language:*** - 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;

***+ Pronunciation:*** Review.

**2. Competence:**

**a) General competencies:**

- Develop communication skills and creativity.

- Be collaborative and supportive in pair work and teamwork.

- Actively join in class activities.

**b) Specific competencies:**

- Group work and independent working, pair work, linguistic competence, cooperative learning and communicative competence.

**3. Qualities:** - Have a positive attitude toward shopping places and dream shopping place. Ss have the good attitude to working in groups, individual work, pair work, cooperative learning.

**II. PREPARATIONS**

**Teacher:** Grade 8 textbook, laptop, TV, pictures and realia, Computer connected to the Internet. Phần mềm tương tác hoclieu.vn

**Students:** Text books, pencils, pics, blank papers, realia,….

**III. PROCEDURE**

|  |  |
| --- | --- |
| **1. WARM-UP (5’-IW)**  **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. Product:**  **-**  To remind students the knowledge that they have learnt in Units 10-11-12  **d. Implementation:** Teacher’s instruction | |
| **TEACHER’S AND STUDENTS’ ACTIVITIES** | **CONTENTS** |
| **Race at the board**  **Step 1: Task delivering**  - Divide the class into two or three teams. One representative from each team comes to the board.  **Step 2: Task performance**  - Ss’ observation  - 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,  **Step 3: Report and discussion**  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?*  **Step 4: Judgement**  - T comments and gives feedback on Ss’ answers. | **Key:**  1. Device  2. App  3. Solar system  4. Post card, phone, TV, radio, newspaper, internet…. |
| **2. READING (10’-IW, PW, GW)**  **a. Objectives:**  - To improve reading for general and specific information  **b. Content:**  - To read and tick (√) the boxes  **c. Product:**  **-**  Sts can tick the right answers.  **d. Implementation:** Teacher’s instruction | |
| **Task 1: Read the notices. Tick (√) the appropriate box(es).**  **Step 1: Task delivering**  - Teacher gives Ss some time to read all the passages carefully.  **Step 2: Task performance**  - Ss’ observation  - T asks them to do Ex. 1 individually.  **Step 3: Report and discussion**  - Teacher asks Ss compare their answers with a partner before giving the answers.  - Student’s talk  **Step 4: Judgement**  - Teacher confirms the correct answers. | **1: Read the notices. Tick (√) the appropriate box(es).** (Ex 1, P135) |
| **3. SPEAKING (10’-IW, PW, GW)**  **a. Objectives:**  - To talk about study apps and devices freely and correctly.  **b. Content:**  - To ask and answer.  **c. Product:**  **-**  Sts can talk about their study devices or apps.  **d. Implementation:** Teacher’s instruction | |
| **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.**  **Step 1: Task delivering**  - Have Ss work in pairs.  - Ss ask and answer about a device or an app they use for studying.  **Step 2: Task performance**  - Ss’ observation  - Ss work in pairs.  **Step 3: Report and discussion**  - Ask them to report their partner’s answers to the class.  - Student’s talk  **Step 4: Judgement**  - T comments and gives feedback on Ss’ answers. | **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, P135)*  ***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.* |
| **4. LISTENING (10’-IW, PW, GW)**  **a. Objectives:**  - To improve scanning skills  **b. Content:**  - To listen and fill in the blanks  **c. Product:**  **-**  Sts can fill in the blanks correctly.  **d. Implementation:** Teacher’s instruction | |
| **Task 3: Listen to Mark talking about the solar system. Fill in each blank with no more than TWO words.** *(Ex 3, P135)*  **Step 1: Task delivering**  - 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.  **Step 2: Task performance**  - Ss’ observation  - Ask Ss to listen and complete the sentences.  **Step 3: Report and discussion**  - Ask for their answers and write them on the board.  - Play the recording the second time for Ss to check their answers.  **Step 4: Judgement**  - Check Ss’ answers.  - Play the recording the last time if necessary, stopping at different places where Ss get the wrong answers. | **3: Listen to Mark talking about the solar system. Fill in each blank with no more than TWO words.** *(Ex 3, P135)*  ***Suggested answers:***  **1.** moons **2.** rocky surfaces  **3.** objects **4.** huge  **5.** rings |
| **5. WRITING (10’-IW, PW, GW)**  **a. Objectives:**  - To improve writing skills.  **b. Content:**  - To write a paragraph  **c. Product:**  **-**  Sts can write a paragraph about means of communication  **d. Implementation:** Teacher’s instruction | |
| **Task 5: Write a paragraph (80 - 100 words) about your favourite means of communication. You may use the following questions as cues.**  **Step 1: Task delivering**  - Ask Ss to discuss and answer the questions in pairs.  **Step 2: Task performance**  - Ss’ observation  - Ss write their paragraphs individually.  **Step 3: Report and discussion**  - Ask two students to write their paragraph on the board. Other Ss and T comment on the paragraph on the board.  - T collects some writings to give feedback at home.  **Step 4: Judgement**  - T comments and gives feedback on Ss’ answers.  **\* Home assignment**  - T assigns the homework.  - Ss copy their homework.  - T explains it carefully | **5: Write a paragraph (80 - 100 words) about your favourite means of communication. You may use the following questions as cues.** *(Ex 5, P135)*  ***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.  **\* Home assignment**  - Learn new words by heart.  - Prepare for the final test |

**V. FEEDBACK:**

With 8A …………………………..……………………...…………………………………..…