

Lesson 1: Language

A. Aims and Objectives:

- To revise the language and skills Ss have learnt and practiced in unit 6-8.
- By the end of the lesson, students will be able to:
 - + Pronounce correctly two- syllable words and three -syllable adjectives and verbs
 - + Understand and use the language and skills Ss have learnt and practiced in unit 6-8.

B. Preparations:

- Teacher: Handouts, textbook, pieces of papers, cassette.
- Students: Textbook

C. Methods: - The whole lesson: Integrated, mainly communicative.

D. Procedures:

Time/Stages	Activities															
<p>1. Warm up</p> <p>5 minutes</p>	<p>- Teacher may introduce the review by asking Ss if they remember what they have learnt so far in terms of language. T then summarises Ss' answers and adds some more information, if necessary.</p>															
<p>2. New lesson</p> <p>12 minutes</p>	<p>A. Vocabulary (p. 36):</p> <p>Task 1:</p> <ul style="list-style-type: none"> - Ask Ss to do this activity individually, and then compare their answers with a partner's. - Write the correct answers on the board. Ask students to raise hands if their answers match. <p>Answers: 1. pay 2. discrimination 3. right 4. gender 5. inequality</p> <p>Task 2:</p> <ul style="list-style-type: none"> - Ask Ss to do this activity individually. - Ask a student to write his/ her answers on the board. Read each one and ask the class if they agree or not, then confirm the correct one. <p>Answers: 1. electronic 2. player 3. television shows 4. tablet 5. software</p>															
<p>10 minutes</p>	<p>B. Pronunciation</p> <p>Task 3: Sort out the words</p> <ul style="list-style-type: none"> - Ask Ss to do this activity individually, and then compare their answers with a partner's. - Show the correct answers on the board. <p>Answer:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Oo</th> <th>oO</th> <th>Ooo</th> </tr> </thead> <tbody> <tr> <td>actor</td> <td>relax</td> <td>indicate</td> </tr> <tr> <td>lovely</td> <td>forget</td> <td>organise</td> </tr> <tr> <td>artist</td> <td>enjoy</td> <td>modernise</td> </tr> <tr> <td>famous</td> <td>remove</td> <td>difficult</td> </tr> </tbody> </table>	Oo	oO	Ooo	actor	relax	indicate	lovely	forget	organise	artist	enjoy	modernise	famous	remove	difficult
Oo	oO	Ooo														
actor	relax	indicate														
lovely	forget	organise														
artist	enjoy	modernise														
famous	remove	difficult														
<p>15 minutes</p>	<ul style="list-style-type: none"> - T asks Ss to read these words. <p>2. Grammar</p> <p>Task 4:</p> <ul style="list-style-type: none"> - Elicit the form and use of the passive voice, and the meaning of the modals: must, 															

	<p>will, should, may.</p> <ul style="list-style-type: none"> - Ask a student to write his/ her answers on the board while other Ss do this activity individually. - Check answers as a class. <p>Answers: 1. This door must be kept shut. 2. Refreshments will be served (by someone). 3. Bicycles must not be left in the hall. 4. Milk should be shaken before it is used. 5. Books may be kept for two weeks.</p> <p>Task 5:</p> <ul style="list-style-type: none"> - Elicit the form and use of comparative and superlative of adjectives. Ask Ss to do this activity individually, and then compare their answers with a partner's. - Ask a student to write his/ her answers on the board. - Check answers as a class. <p>Answers: 1. more simple (or simpler) than 2. the oldest 3. more important than 4. the most beautiful 5. healthier (or more healthy) than</p> <p>Task 6: Matching</p> <ul style="list-style-type: none"> - Elicit the use of relative clauses (defining and non-defining). Ask Ss to do this activity individually, and then compare their answers with a partner's. - Write the correct answers on the board. <p>Answers:</p> <ol style="list-style-type: none"> 1. Tom works for a company that/ which makes electronic devices. 2. Linda told me her e-mail address, which I wrote on a piece of paper. 3. I don't like people who/ that are never on time. 4. What was the name of girl whose mobile phone was stolen? 5. Mr Brown, who has worked for the same university all his life, is retiring next month.
<p>3. Consolidation 2 minutes</p>	<ul style="list-style-type: none"> - Ask Ss to consolidate the main contents. - Give feedback.
<p>4. Homework 1 minute</p>	<ul style="list-style-type: none"> - T asks Ss to do exercises again at home. - Prepare for the next lesson.

Period: 26

Review 3: UNIT 6-7-8

Lesson 2

Skills

A. Aims and Objectives:

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

- Listen for gist and specific information
- Use the words and phrases related to words related to new ways to learn.
- Read for general ideas and specific information about an interactive white board.
- To talk about different customs in Vietnam and in the world.
- Write about what each person's daily life is like.

B. Preparations:

- Teacher: Handouts, textbook, pieces of papers, cassette.
- Students: Textbook

C. Methods: - The whole lesson: Integrated, mainly communicative.

D. Procedures:

Time/Stages	Activities
1. Warm up 5 minutes	- Teacher may introduce the review by asking Ss if they remember what they have learnt so far in terms of language. T then summarises Ss' answers and adds some more information, if necessary.
2. New lesson 37 minutes	<p>I. Reading (P. 37)</p> <ul style="list-style-type: none"> - Ask Ss to do activities 1 and 2 individually, and check their answers with a partner's. Give correct answers and explanations if necessary. <p>Keys:</p> <p>1b: 1.d 2.c 3. b 4. a</p> <p>2:</p> <ol style="list-style-type: none"> 1. It helps students learn English in a more stimulating way. 2. Because it can engage students and provide them with interactive opportunities. 3. Because with it teachers can make grammar or vocabulary presentations and save them for using again. 4. They can download gap-fill exercises, multiple-choice quizzes or games. 5. They can drag and drop their answers into the gaps with their fingers. <p>II. Speaking (P. 37)</p> <ul style="list-style-type: none"> - Ask Ss to work in groups, reading about different customs in four countries. Then ask Ss to discuss the three questions that follow. - Ask Ss to share their opinions with their partners. <p>III. Listening (P. 37)</p> <ul style="list-style-type: none"> - Play the recording once for Ss to listen and choose their answers. - Play the recording again for Ss to check their answers. Then give the correct answers. - Alternatively, play one or more times for Ss to choose the correct answers. <p>Key: 1. F 2. T 3.F 4.F 5.T 6. F</p> <p>IV. Writing (P. 37)</p> <ul style="list-style-type: none"> - Ask Ss to use the points given in <i>Dos and Don't</i> (of their own ideas) to write about what customs a visitor to Viet Nam should know. Ask Ss to write the draft first in class, and then they may write their final versions at home.
3. Consolidation 2 minutes	<ul style="list-style-type: none"> - Ask Ss to consolidate the main contents. - Give feedback. - Summarize the main points of the lesson.
4. Homework 1 minute	<ul style="list-style-type: none"> - Prepare for the next lesson.

Period: 27

45-MINUTE TEST

A. Aims and objectives:

- To check Ss' understanding.
- To give marks.
- By the end of the lesson, students will be able to:

+ Revise all the language skills and grammatical points which they have studied and used in units: 6, 7 and 8.

+ Improve their techniques of doing the simple tests

+ Improve their knowledge through the test.

B. Preparations:

- Teacher: Sheets of papers and written tests.

- Students: Pens, erasers

C. Language focus:

* **Phonetics:**- Stress - Pronunciation

* **Vocabulary:**

* **Listening:**

* **Reading:**

* **Grammar:**-The passive voice with modals

- Comparative and superlative adjectives.

* **Writing:**

MA TRẬN ĐỀ KIỂM TRA 1 TIẾT LẦN 4

Language area and skills	Topic	Nhận biết		Thông hiểu		Vận dụng		VDC	
Listening	1. Decide whether the statements are True (T) or False (F). 2. Listen and fill in the gaps	4	0.25x4	4	0,25x4				
Phonetics	Stress in two syllable words Pronunciation	4	0.25x4						
Grammar and Vocabulary	1.The passive voice with modals			2	0.25x2				
	2. Tenses	2	0.25x2						
	3. Comparative, superlative			4	0.25x4				
	4. Preposition	2	0.25x2						
	5. Article	2	0.25x2						
	6. Relative clause	2	0.25x2	2	0.25x2				
	7. Vocabulary			4	0.25x4				
Reading	1. Cultural diversity			4	0.25x4				
Writing	1. Building sentences 2. Sentence transformation			2	0.25x2	6	0.25x6		
TOTAL		10 marks							