

SỞ GIÁO DỤC & ĐÀO TẠO ĐỒNG THÁP
TRƯỜNG THPT THỐNG LINH



GIÁO ÁN

TIẾNG ANH 10 (CB)

Biên soạn: *LÊ NGỌC THẠCH*



Năm học 2006-2007

Date:

REVISION

Period: 1

<i>T</i>	<i>Stages and Content</i>	<i>T's activities</i>	<i>Ss' activities</i>
	<p>1. My friend_____ to the museum last weekend. A. goes B. went C. had gone D. have gone</p> <p>2. Thu and Lan_____ close friends for years. A. are B. were C. had been D. have been</p> <p>3. Our Singaporean friends _____ to visit our school last year. A. is coming B. come C. came D. have come</p> <p>4. We_____ Malaysia last summer. A. visited B. were visiting C. are visiting D. have visited</p> <p>5. The students used to_____ football in that stadium. A. played B. play C. playing D. are playing</p> <p>6. Her parents want him_____ some good books to read. A. to choose B. choose C. chose D. choosing</p> <p>7. Would you like_____ and visit my country? A. come B. coming C. to come D. came</p> <p>8. The children_____ their parents for a long time. A. didn't see B. haven't seen C. don't see D. haven't see</p> <p>9. I and Kenny_____ penpal friends since I _____ Singapore. A. are-visit B. were-visited C. have been-visited D. were-have visited</p> <p>10. Ba said he_____ some good marks last semester. A. gets B. got C. getting D. have got</p> <p>11. The word jeans comes from a kind of material that_____ in Europe. A. made B. had made C. was made D. are made</p> <p>12. Different styles of jeans_____ to match the 1960's fashions. A. designed B. are designed C. were designed D. had designed</p>	<p>-delivers handouts to Ss.</p> <p>-gets Ss to do the exercises.</p>	<p>-do the exercises.</p> <p>1. B. went 2. D. have been 3. C. came 4. A. visited 5. B. play 6. A. to choose 7. C. to come 8. B. haven't seen 9. C. have been-visited 10. B. got 11. C. was made 12. C. were designed 13. C. has been</p>

<p>13. The <i>ao dai</i> _____ for years. A. is modernized C. has been modernized B. was modernized D. has been modernized</p> <p>14. A new hospital _____ next year. A. is built B. will be built C. has been built D. will build</p> <p>15. Food _____ direct to the market by trucks. A. delivered B. deliver C. can be delivered D. delivers</p> <p>16. The house has _____ after the fire. A. to rebuild B. to be rebuilt C. be to rebuilt D. rebuilt</p> <p>17. All the homework _____ at home. A. should do B. should done C. should be done D. should be doing</p> <p>18. The application form _____ to the university before May 31st. A. must send B. sent C. must be send D. must be sent</p> <p>19. Traffic rules _____ strictly. A. followed B. must followed C. must be followed D. must follow</p> <p>20. Students _____ to participate in the after school activities. A. encourage B. is encouraged C. are encouraged D. encouraged</p> <p>21. The students are reading some books _____ are on disasters. A. who B. whom C. which D. whose</p> <p>22. The children _____ are playing in the yard are Mr. Brown's nephews. A. whom B. that C. which D. where</p> <p>23. They are reading the newspapers _____ have just been published A. who B. which C. when D. whom</p> <p>24. Hoa and her dog _____ are standing over there go to the park. A. that B. who C. whom D. which</p> <p>25. My father will fly to Ha Noi, _____ is the capital city of Viet Nam. A. who B. whom C. which D. where</p> <p>26. My classmates dislike postcards _____ show rough sea and cloud sky A. who B. which C. where D. when</p> <p>27. Neil Armstrong, _____ was the first man walking on the moon, is an American.</p>	<p>-gets feedback on the answers.</p>	<p>modernized 14. B. will be built 15. C. can be delivered 16. B. to be rebuilt 17. C. should be done 18. D. must be sent 19. C. must be followed 20. C. are encouraged 21. C. which 22. B. that 23. B. which 24. A. that 25. C. which 26. B. which 27. A. who 28. A. who</p> <p>-give the right answers.</p>
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A. who	B. which	C. whom	D. that
28. They called their friends, _____ have lived in the city for a long time			
A. who	B. which	C. whose	D. that

Date: **UNIT 1: A DAY IN THE LIFE OF.....**

Period: 2 **Section A: Reading**

Aim: By the end of the lesson, students will be able to know more about the daily life of a farmer.

Teaching aids: Textbook, pictures

Procedure:

<i>T</i>	<i>Stages and Content</i>	<i>T's activities</i>	<i>Ss' activities</i>												
5	<p>I. WARM UP: Matching</p> <table border="0"> <tr> <td style="text-align: center;">A (jobs)</td> <td style="text-align: center;">B (places of work)</td> </tr> <tr> <td>1. teacher</td> <td>a. market</td> </tr> <tr> <td>2. doctor</td> <td>b. field</td> </tr> <tr> <td>3. worker</td> <td>c. hospital</td> </tr> <tr> <td>4. seller</td> <td>d. factory</td> </tr> <tr> <td>5. farmer</td> <td>e. school</td> </tr> </table> <p>1. e 2. c 3. d 4. a 5. b</p> <p>Today we are going to learn a day in the life of farmer.</p>	A (jobs)	B (places of work)	1. teacher	a. market	2. doctor	b. field	3. worker	c. hospital	4. seller	d. factory	5. farmer	e. school	<p>- Ask students to match A and B</p> <p>- Lead in the new lesson.</p>	<p>- Match</p>
A (jobs)	B (places of work)														
1. teacher	a. market														
2. doctor	b. field														
3. worker	c. hospital														
4. seller	d. factory														
5. farmer	e. school														
5	<p>II. PRE-READING:</p> <p>* <i>Pre – teach vocabulary:</i></p> <p>- buffalo (n) : con trâu</p> <p>- plough (v) : cày</p> <p>- harrow (v) : bừa</p> <p>- take a rest (v) : nghỉ ngơi</p> <p>* <i>Checking:</i> Rub out and remember</p>	<p>- Situation</p> <p>- Visual</p> <p>- Translation</p> <p>- Explanation</p>	<p>- Listen and repeat</p>												
5	<p>III. WHILE-READING:</p> <p>* <i>Task 1/ p 13:</i> Multiple choice</p> <p>1. C 2. C 3. A 4. A</p>	<p>- Ask students do the task and help</p>	<p>- Work in groups</p>												
10	<p>* <i>Task 2/ p 14:</i> Questions</p> <p>1. He's a peasant/ farmer.</p> <p>2. He gets up at 4:30 and then he goes down the kitchen to boil some water for his</p>	<p>- Gets Ss to</p>	<p>- Read and</p>												

	<p>morning tea.</p> <p>3. In the morning, he ploughs and harrows on his plot of land, drinks tea and smokes tobacco during his break.</p> <p>4. In the afternoon, they repair the banks of their plot of land. Mr. Vy pumps water into it and his wife does the transplanting.</p> <p>5. Yes, they are. Because they love working and they love their children.</p>	<p>read & answer the questions</p> <p>- Correct</p>	<p>answer the questions.</p> <p>- Open pairs</p>
10	<p>* Task 3/p 14: Chart</p> <p>+ In the morning:</p> <ul style="list-style-type: none"> - 4:30: alarm goes off, Mr. Vy gets up, goes down the kitchen, boils some water for tea, drinks tea, has quick breakfast, leads buffalo to field. - 5.15: leaves house - 5.30: arrives in the field, ploughs and harrows. - 7.45: takes a rest. - 10.30: goes home. - 11.30: has lunch with family. <p>+ In the afternoon:</p> <ul style="list-style-type: none"> - 2.30: Mr. Vy and Mrs. Tuyet get to the field again, repair the banks of the plot of land. He pumps water and she does the transplanting. - 6.30: finish work. - 7.00: have dinner. <p>+ After dinner:</p> <ul style="list-style-type: none"> - Watch TV, go to bed. - Sometimes visit neighbors and chat with them. 		<p>- Work in groups</p>
7	<p>IV. POST-READING:</p> <p>Retell the chart (task 3)</p>	<p>- Ask students to retell the chart</p>	<p>- Retell</p>
2	<p>V. HOMEWORK:</p> <p>Rewrite the daily activities of Mr. Vy</p>	<p>- Ask students</p>	<p>- Prepare at</p>

	and Mrs. Tuyet.	to prepare at home	home.
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Date:

UNIT 1: A DAY IN THE LIFE OF.....

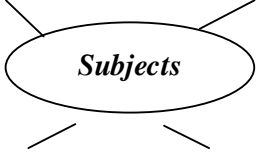
Period: 3

Section B: Speaking

Aim: By the end of the lesson, students will be able to ask, give information from a timetable and daily activity.

Teaching aids: Textbook

Procedure:

<i>T</i>	<i>Stages & Content</i>	<i>T's activities</i>	<i>Ss' activities</i>
5	I. WARM UP: <i>Brainstorming</i> 	- Ask Ss to work in groups of 3 to 4 & make a list of the subjects they learn at school	- Group work
12	II. PRE-SPEAKING * <i>Pre-teach vocabulary:</i> - civic education (n) : GDCD - information technology (n) : CNTT - class meeting (n) : SH lớp * <i>Set the scene</i> Quan is a tenth-grade student. He goes to school every morning. Now, look at his weekly timetable on page 15. Ask & answer question with a partner, using the information from the timetable. Ex: A: What time does Quan have a Civic Education lesson on Monday? B: at 7:15 a.m <u>Or:</u> A: What lesson does Quan have at 7:15 a.m on Monday? B: a Civic Education lesson.		- Listen
18	III. WHILE-SPEAKING Talk about Quan's activities, using the picture below. (If Ss find it difficult to understand the pictures, T may help by asking questions such as: What is Quan doing in picture a? Is he getting?	- Give task & models	- Group work

	<p>a. He gets up at 14:15 in the afternoon. b. He studies the lesson at 14:15. c. After learning, he takes a short rest & watches TV at 15:30. d. He goes to the football station at 17:15. e. He plays football with friends at 17:15. f. He cycles back home at 18:45. g. He takes a shower/has a bath at 18:45. h. He has dinner with his family at 19:00. i. He studies the lesson at 20:00.</p>	<p>- Let Ss work in groups and ask them to study the pictures carefully. - Ask Ss to describe Quan's activities during the day. - Feedback and give suggested answer.</p>	
8	<p>IV. POST-SPEAKING * Interview and Report Tell your classmates about your partner's daily routine.</p>	<p>-Gives direction and helps Ss to work</p>	<p>- Work in pairs then individually</p>
2	<p>V. HOMEWORK: Write a passage about 50 words about your daily routine.</p>	<p>- Give homework</p>	<p>- Listen</p>

Date:

UNIT 1: A DAY IN THE LIFE OF.....

Period: 4

Section C: Listening

Aim: By the end of the lesson, students will be able to listen and know about the activities in the morning of a cycle driver.

Teaching aids: Textbook, cassette player, tape

Procedure:

<i>T</i>	<i>Stages & Content</i>	<i>T's activities</i>	<i>Ss' activities</i>												
7	<p>I. WARM UP: * Categorising</p> <p>1. He gets up very early 6. He works in the streets 2. He works with children 7. He lives in the country 3. He gets people from one place to another. 4. He corrects homework 8. He works in school 5. He meets a lot of people 9. He works on the farm</p> <table border="1"> <thead> <tr> <th>He is a farmer</th> <th>He is a teacher</th> <th>He is a cycle driver</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>7</td> <td>4</td> <td>5</td> </tr> <tr> <td>9</td> <td>8</td> <td>6</td> </tr> </tbody> </table>	He is a farmer	He is a teacher	He is a cycle driver	1	2	3	7	4	5	9	8	6	<p>- Ask Ss to works & put the sentences in to the correct column</p> <p>- Feedback & give correct answers</p>	<p>- Group work</p>
He is a farmer	He is a teacher	He is a cycle driver													
1	2	3													
7	4	5													
9	8	6													
10	<p>II. PRE- LISTENING:</p> <p>* Ask and answer:</p> <p>Have you ever travelled by cyclo? When was it? Is it interesting to travel by cyclo?</p> <p>* Vocabulary:</p> <p>- district (n): quận, huyện <i>part of a town or country</i> - drop (v): để (ai) xuống xe <i>allow sb to get out of a...</i> - passengers(n): hành khách <i>people who travel on a bus</i> - pedal (v/n) : đạp/bàn đạp (xe đạp) <i>a lever operated by foot to control a bicycle</i> - purchases (n): vật/hàng hóa mua được <i>things a person buys</i> - food stall (n): quầy thực phẩm <i>near a market where food is sold</i></p>	<p>- Tell Ss to work in pairs and to ask and answer questions</p> <p>- Explain each word separately & Ss to guess what the word is</p>	<p>- Pair work and whole class</p> <p>- Listen and guess</p>												
10	<p>* Checking technique: Guessing</p> <p>III. WHILE-LISTENING:</p>	<p>- Play the tape</p> <p>- Ask Ss to listen</p>	<p>- Individual work and whole class</p> <p>- Listen</p>												

	Rewrite 7 sentences and answer		
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Date:

UNIT 1: A DAY IN THE LIFE OF.....

Period: 5

Section D: Writing

Aim: By the end of the lesson, students will be able to write a narrative about a hotel fire.

Teaching aids: Textbook, poster.

Procedure:

<i>T</i>	<i>Stages & Content</i>	<i>T's activities</i>	<i>Ss' activities</i>
5	<p>I. WARM UP: <i>Pelmanism</i></p> <p>be tell think take scream was/were told thought took screamed</p> <p>• <i>Introduction:</i> The past simple</p>	- Explain / ask	- Guess
2 0	<p>II. PRE-WRITING</p> <p>* <i>Vocabulary pre-teach:</i></p> <p>- be due to (a) : bởi vì <i>because of</i> - stare death in the face (v): đối mặt với tử thần <i>afraid</i> - take off (v): (plane) cất cánh <i>leave the ground</i> - air-hostess (n): tiếp viên hàng không <i>person who takes care of passengers on a plane</i> - fasten seatbelt (n) : thắt dây an toàn <i>fix the seatbelt around the body to keep safe on the plane</i> - in danger (v): gặp nguy hiểm <i>to be in dangerous situation</i></p> <p>*<i>Set the scene:</i> The picture of plane crash</p> <p>* <i>Task 1 p 17:</i> Find all the verbs used in the past simple and the connectors (time expressions) in the story.</p> <p>- Verbs: stared, was, arrived, got, took off, began, thought, were old, seemed, realised, were, screamed, felt, announced, was, landed.</p> <p>- Connectors: when, at first, on that day, then...</p> <p>* <i>Task 2:</i> Identify the events, the climax and</p>	- Ask Ss to work in pairs - Call on some Ss to give the verbs and connectors in front of the class	- Whole class - Pair work

	<p>the conclusion of the story.</p> <ul style="list-style-type: none"> - The events: got on plane, plan took off, hostesses were just beginning to serve lunch when plane began to shake, plane seemed to dip, people screamed in panic. - The climax: we thought we had only minutes to live. - The conclusion: pilot announced that everything was all right, we landed safely. 	<ul style="list-style-type: none"> - Tell Ss to work in groups. 	<ul style="list-style-type: none"> - Group work
1 0	<p>III. POST-WRITING</p> <p>* Task 3: Use the prompts below to build up a narrative about a hotel fire.</p> <ul style="list-style-type: none"> - spent / my / at. was / and. had / a / the. - was / was sitting / in / on the. was. were / dancing / singing. smelt. began / to / the. started/ to. ran. was / blocked / began / coughing / choking. - though/ had / to / arrived. found / the / was. was / was / of. 	<ul style="list-style-type: none"> - Give instruction - Ask Ss to write individually 	<ul style="list-style-type: none"> -Individual work and whole class
7	<p>IV. POST- WRITING:</p> <p>Retell the story about a hotel fire.</p>	<ul style="list-style-type: none"> - Ask 	<ul style="list-style-type: none"> - Do as directed
3	<p>V. HOMEWORK:</p> <p>Rewrite the story</p>	<ul style="list-style-type: none"> - Ask 	<ul style="list-style-type: none"> - Do at home

Date:

UNIT 1: A DAY IN THE LIFE OF.....

Period: 6

Section E: Language Focus

Aim: By the end of the lesson, students will be able to be more confident in pronouncing the sounds /I/ and /i:/ and better at using the present and past simple tense and adverbs of frequency.

Teaching aids: Textbook, whiteboard markers...

Procedure:

<i>T</i>	<i>Stages & Content</i>	<i>T's activities</i>	<i>Ss' activities</i>
2	<p>I. WARM UP: Ex: I see a _____ on the _____</p> <p>I see a <u>sheep</u> on the <u>ship</u>.</p>	<p>- Present a sentence like this and pictures with a ship / sheep.</p> <p>- Read aloud</p>	<p>- Complete the sentence by looking at the pictures.</p>
5	<p>II. PRONUNCIATION: * Presentation 1: Demonstrate the sounds /I/ and /i:/ by pronouncing them clearly and slowly.</p> <p>- /i:/ open your mouth very little to make the sound /i:/ /i:/ is a long sound</p>	<p>- Help Ss to distinguish these two sounds</p> <p>- Instruct the way to pronounce</p>	
5	<p>- /I/ First practice the sound /i:/. Then open your mouth a little more /I/ is a short sound</p> <p>/I/ and /i:/ hit heat bit beat meet meat it eat lick leek</p>	<p>- Sticks the poster on the board.</p> <p>- Reads models in 2 columns</p> <p>- Reads each pair of words (hit – heat).....</p> <p>- Reads first and asks Ss to repeat</p> <p>- Divide class into 2 groups to practise in turn b/w 2 vowels</p> <p>- Ask sts to practise in pairs</p> <p>- Reads the sentences</p>	<p>- Listen</p> <p>- Listen repeat in chorus</p> <p>- Practise in pairs</p> <p>- Listen to distinguish 2 Vs</p>
5	<p>* Practice 1 p.19 Pay attention to linking sounds,</p>		

<p>ending sounds, Intonation</p>	<p>-Reads each sentence & asks Ss to repeat - Ask sts to practise in pairs - Call good Ss to read & ask the others to remark - Correct mistakes If necessary</p>	<p>in sentences - Listen & repeat - Practise in pairs - Read / listen and remark - Listen</p>
<p>III. GRAMMAR & VOC: 2 * Presentation 2: Review the present simple tense</p>	<p>- Ask Ss to use the present simple form of the verb: Be fish</p>	<p>- Give the forms of the verbs - Ex: am /is /are -fish: fish/ fishes</p>
<p>5 * Practice 2 p 19-20: 1. is 2. fish 3. worry 4. are 8. go 9. give up 10. says 11. realize 12. am</p>	<p>- Ask Ss to do individually In</p>	<p>- Individual work and pair work</p>
<p>5 * Presentation 3: .</p>	<p>pairs</p>	
<p>5 * Practice 3: Revision of <u>advs of frequency</u> Use: ...show how often s.thing happens: Always, usually, normally, often, sometimes, never Position: We put advs of f...: - in front of normal verb: Ex: <i>We never go to bed late.</i> - between an auxiliary verb & the main verb: Ex: <i>He doesn't usually read newspapers after dinner.</i> - after the verb to be Ex: <i>I'm always free on Sundays.</i> Note: We put <u>as a rule</u> at the beginning of the sentence</p>	<p>- Ask Ss about the words</p>	<p>-> adv of frequency -> meaning - Individual work</p>

<p>5</p> <p>5</p> <p>1</p>	<p>- He usually get up early - She is never late for school - Lan sometimes practises speaking E - Thao is always a hard-working students</p> <p>* Presentation 4: Revision of the past simple tense to describe: a completed action or situation in the past Ex: <i>We went to the cinema yesterday</i></p> <p>* Practice 4:</p> <p>1. was done 2. cooked 3. were 4 . smelt 5. told 6. sang 7. began 8. felt 9. put out 10. crept 11. slept 12. woke 13. was 14. leapt 15. wound 18. flew</p> <p>IV. HOMEWORK: Do the LF in exercise book</p>	<p>-Ask Ss to do exercise 2</p> <p>- Ask Ss to work in pairs & in the brackets</p> <p>- Give correct answers</p>	<p>- Whole class</p> <p>- Pair work</p>
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Date:

UNIT 2: SCHOOL TALKS

Period: 7

Section A: Reading

Aim: By the end of the lesson, students will be able to know about topics often talk.

Teaching aid: Textbook

Procedure:

<i>T</i>	<i>Stages & Content</i>	<i>T's activities</i>	<i>Ss' activities</i>																
3	<p>I. WARM UP: <i>Chatting</i></p> <p>When you meet your friends, which of the following topics do you often talk about?</p> <ul style="list-style-type: none"> . sports and games . entertainment . health problems . hobbies . holiday . films . weather . work and study 	- Ask Ss to work in pairs & discuss this question	- Pair work																
8	<p>II. PRE-READING:</p> <p>* <i>Vocabulary pre teach: Matching</i></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">A</th> <th style="width: 50%;">B</th> </tr> </thead> <tbody> <tr> <td>1. Biology</td> <td>a. Poem, novel, Nguyen Du</td> </tr> <tr> <td>2. Maths</td> <td>b. Newton. Olm</td> </tr> <tr> <td>3. Physics</td> <td>c. Chemicals,H2O</td> </tr> <tr> <td>4. Chemistry</td> <td>d. Number, minus, Pascal</td> </tr> <tr> <td>5. History</td> <td>e. Geology, climate</td> </tr> <tr> <td>6. Geography</td> <td>f. Animals, plants, DNA...</td> </tr> <tr> <td>7. Vietnamese Literature</td> <td>g. Revolution, The First World War...</td> </tr> </tbody> </table> <p>1.f 2.d 3.b 4.c 5.g 6.e 7.a</p> <p>* <i>Gerund and to-infinitive introduction</i></p> <p>Like / Enjoy / Love + V-ing Want / Hope / Decide + to-infinitive</p>	A	B	1. Biology	a. Poem, novel, Nguyen Du	2. Maths	b. Newton. Olm	3. Physics	c. Chemicals,H2O	4. Chemistry	d. Number, minus, Pascal	5. History	e. Geology, climate	6. Geography	f. Animals, plants, DNA...	7. Vietnamese Literature	g. Revolution, The First World War...	- Ask Ss to work in groups and match the subject in A with the information in B	- Group work
A	B																		
1. Biology	a. Poem, novel, Nguyen Du																		
2. Maths	b. Newton. Olm																		
3. Physics	c. Chemicals,H2O																		
4. Chemistry	d. Number, minus, Pascal																		
5. History	e. Geology, climate																		
6. Geography	f. Animals, plants, DNA...																		
7. Vietnamese Literature	g. Revolution, The First World War...																		
7	<p>III. WHILE-READING:</p> <p>* <i>Set the scene:</i> You are going to read three talks given by a student, a teacher and a student's father about school. You read them and do the tasks assigned.</p> <p>* <i>Task 1: Gap-filling</i></p> <p>1. enjoy 2. traffic 3. worry 4. crowed 5. language</p>	- Ask Ss to work independently and fill each blank with one of the words in the box. There are more words than the blanks.	- Listen - Individual work																

7	<p>* Task 2: Finding Who... Phong, Phong, Miss Phương, Phong, Phong, Phong, Miss Phương, Mr. Hong Ha.</p>	<p>- Have Ss compare the answers with a friend. - Ask Ss to work in pairs. Read the small talks again & find out who...</p>	<p>- Compare - Pair work</p>
9	<p>* Task 3: Answering Questions 1. He studies at Chu Van An High School. 2. He studies many subjects such as Math, Physics, Chemistry ... 3. Because it is an international language. 4. She says that teaching is hard work, but she enjoys it because she loves working with children.(She likes her teaching profession ...) 5. Because his son has to ride his bike in narrow and crowd streets to get to school. (There's so much traffic, so many cars, motorbikes & bicycles)</p>	<p>- Ask Ss to keep on working in pairs. Read the talks more carefully & answer the questions.</p>	<p>- Pair work</p>
10	<p>IV. POST-READING: Three topics in the textbook I like learning English best because it is very interesting to learn. In class, we can exchange ideas and discuss various topics in English. At home, I can watch TV programs such as films, game shows...</p>	<p>- Tell Ss to work in groups</p>	<p>- Group work</p>
1	<p>V. HOMEWORK: Rewrite topic</p>	<p>- Give assignment</p>	<p>- Listen and do at home</p>

Date:

UNIT 2: SCHOOL TALKS

Period: 8

Section B: Speaking

Aim: By the end of the lesson, students can make some small talks.

Teaching aids: Textbook, picture

Procedure:

<i>T</i>	<i>Stages and Content</i>	<i>T's activities</i>	<i>Ss' activities</i>
5	<p>I. WARM UP: Brainstorming</p> <p>Greetings Saying goodbye</p>	<p>- Explain the rule</p>	<p>-Listen, master the rule</p> <p>- Join in the game</p>
8	<p>II. PRE-SPEAKING:</p> <p>We are going to learn some more expressions for starting and ending a conversation</p> <p>* Task 1/p24</p> <p>+ Find 5 phrases or sentences for starting a conversation</p> <ul style="list-style-type: none"> - Good morning/ Hi - How's everything at school? - Hello. How are you? - Hi. How is school - Hello. What are you doing? <p>+ Find 5 phrases or sentences for closing a conversation</p> <ul style="list-style-type: none"> - Sorry. I've got to go. Talk to you later - Well, it's been nice meeting you - Goodbye. See you later - Great. I'll see you tomorrow - Catch up with you later 	<p>-Introduction</p> <p>-Ask students to put each expression under the appropriate heading</p> <p>- Correct students' responses</p> <p>- Ask students to read aloud those expressions</p>	<p>- Students work individually first, & then work in pairs to compare their answers</p>
15	<p>III. WHILE-SPEAKING:</p> <p>* Task 2/ p 25</p> <p>Rearrange sentences to make a conversation</p> <p style="text-align: center;">D - F - B - E - C - G - A</p>	<p>- Ask Ss to rearrange the sentences to make a conversation</p>	<p>- Work individually first and then in repairs</p>

<p>15</p>	<p>Practice with a partner</p> <p>* Task 3 p 25</p> <ul style="list-style-type: none"> - Complete the conversation with suitable words - Practice with a partner <p>IV. POST-SPEAKING:</p> <p><i>*Task 4/ 25:</i> Make small talks on the following topics, using the starting and ending of a conversation</p> <p style="padding-left: 40px;">+ Plans for the next weekend</p> <p>A: Hello , Nga B: Hi, Lan A: Nga, are you free this Saturday evening? Would you like to go to the cinema? B: That’s very kind of you. But I have a plan to go out with Tam A: Oh B: Goodbye, Lan A: See you later, Nga</p>	<ul style="list-style-type: none"> - Check’s Ss’ answers & the correct ones - Lets Ss to practise the conversation in pairs - Ask Ss to complete the conversation - Corrects Ss’ responses -Ask Ss to practise the conversation in pairs. - Go around and help Ss working - Ask Ss to work in pairs to make small talks on the suggested topic, using the starting and ending of a conversation - Elicit plans for next weekend - Give feedback - Give assignment 	<ul style="list-style-type: none"> - Work individually first, & then in pairs Some good pairs to performs in the class - Listen and do
<p>2</p>	<p>V) HOMEWORK:</p> <p>Write about the conversation done in pairs.</p>		

			at home
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Date:

UNIT 2: SCHOOL TALKS

Period: 9

Section C: Listening

Aim: By the end of the lesson, students are going to listen to some small talks about duty, party and trip.

Teaching aids: Textbook, tape, poster

Procedure:

<i>T</i>	<i>Stages and Content</i>	<i>T's activities</i>	<i>Ss' activities</i>
7	<p>I. WARM UP: Matching/ p 26 1.C 2.E 3.A 4.B 5.D</p> <p>We are going to listen to some small talks about study, party and trip</p>	<p>- Match column A with B</p> <p>- Lead-in</p>	<p>- Work in pair</p> <p>- Listen</p>
5	<p>II. PRE-LISTENING: Look at the pictures on p 26, ask and answer the questions for each picture: - Who are talking? - Where are they? - What are they talking about? - What do you think they are talking about? (Ex: Two young people/ students/ friends/ are at a party. Maybe/ Perhaps they are talking about food and drinks)</p>	<p>- Go around and give help when necessary</p>	<p>- Work in pairs, ask and answer the questions</p>
5	<p>III. WHILE-LISTENING: * Task 1: Listen to the conversations and match them with the pictures 1.b 2.c 3.d 4.a</p>	<p>- Play the tape</p> <p>- Corrects Ss' answers</p>	<p>- Listen to the tape 1 or 2 times</p> <p>- Work individually first, & then in pairs to complete the task</p>
10	<p>* Task 2: Listen again and answer the questions p 26: 1. She is taking English 2. She is in Miss Lan Phuong's class 3. He is at a party 4. He plans to stays there for a week 5. No, he doesn't. She travels alone</p>	<p>- Ask Ss who the people are in the pictures on p 26</p> <p>- Ask Ss to work in pairs to ask and</p>	<p>- answer</p> <p>- Listen and check their answers</p>

10	<p>* Task 3 p 27: Listen to the last conversation again and write in the missing words.</p> <p>1. it here 2. very nice 3. big 4. comfortable 5. travelling 6. No 7. alone 8. for a drink</p>	<p>answer the questions</p> <ul style="list-style-type: none"> - Correct - Write Ss' guesses on the board - Correct 	<ul style="list-style-type: none"> - Work in pairs and try to fill in the blanks - Listen and check
7	<p>IV. POST-LISTENING:</p> <p>Talk about the problem you have experienced at school.</p> <p><i>Poster:</i> Guiding questions</p> <ol style="list-style-type: none"> 1. What problem have you experienced at school? 2. What is/ are the reasons? 3. What have you done to solve it/ them? 	<ul style="list-style-type: none"> - Go around and give help when necessary - Give feedback 	<ul style="list-style-type: none"> -Work in group of 4 - Some Ss talk about their problems again
1	<p>V. HOMEWORK:</p> <p>Rewrite a paragraph about the problem you have experienced at school</p>	<ul style="list-style-type: none"> - Give homework 	<ul style="list-style-type: none"> - Listen and do at home

Date:
Period: 10

UNIT 2: SCHOOL TALKS
Section D: Writing

Aim: By the end of the lesson, students can know on what occasions they have to fill in a form and how to fill in it.

Teaching aids: Textbook, some forms

Procedure:

<i>T</i>	<i>Stages & Content</i>	<i>T's activities</i>	<i>Ss' activities</i>
5	<p>I. WARM UP:</p> <p>* <i>Task 1: Question & Answer</i></p> <p>1. Have you ever filled in a form?</p> <p>2. When do you fill in a form?</p> <ul style="list-style-type: none"> - Apply for a job. - Opening accounts. - Sending or receiving money at the post offices or banks. - Attending to a club. <p>3. What kind of information do you often have to provide when filling in a form?</p> <ul style="list-style-type: none"> - First, surname, address, age, occupation, marital status... 	<ul style="list-style-type: none"> - Ask Ss to work in pairs & answer the following questions 	<ul style="list-style-type: none"> - Pair work
15	<p>II. PRE-WRITING:</p> <p>*<i>Pre-teach vocabulary:</i></p> <ul style="list-style-type: none"> - Country of origin : Quê quán - Present address : Địa chỉ chỗ ở hiện tại - Marital status : Tình trạng hôn nhân - Occupation : Nghề nghiệp - Block capitals : Chữ viết hoa - Delete : Xóa - Applicable : Thích hợp <p>* <i>Checking technique</i></p> <p>* <i>Task 2: Matching</i></p> <p>1.d 2.f 3.e 4.g 5.b 6.c 7.a</p> <p>III. WHILE-WRITING:</p> <p>+ Set the scene: As you know, forms ask you to do certain things. And it is important to understand what they require you to do. Now look at Task 3 & try to do what you are required to do.</p>	<ul style="list-style-type: none"> - Ask Ss to do task 2. Match a line in A with a question in B - Have Ss compare their answers with a partner. 	<ul style="list-style-type: none"> - Pair work and Whole class - Individual work

7	* Task 3: Doing What Forms ask	- Have Ss do the task	- Individual & Pair work
10	*Task 4: Filling in the form	individually. - Ask Ss to study the form carefully & fill in the form using their own information.	
6	IV. PRODUCTION: * Correction	-Suggested answers	
2	V. HOMEWORK: Do the writing part, Unit 2, Workbook	- Give task	-Do homework

Date:
 Period: 11

UNIT 2: SCHOOL TALKS
Section E: Language Focus

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

- pronounce the vowels /ʌ/ and /ɑ:/ correctly.
- Distinguish the use of gerund and to – infinitive.

Teaching aids: Textbook, whiteboard markers

Procedure:

T	Stages & Contents	T's activities	Ss' activities
5	<p>I. WARM UP: Ex: An is an intelligent <u>son</u>. His <u>father</u> is a taxi driver. <i>Today we will practise pronunciation the two sounds /ʌ/ and /ɑ:/</i></p>	<ul style="list-style-type: none"> - Ask Ss to explain the sound of the examples - Introduce the lesson 	<ul style="list-style-type: none"> - Explain - Read the Ex loudly
5	<p>II. PRONUNCIATION: * Presentation 1: /ʌ/: first practice the sound these two sounds / / then put your tongue back a little. /ʌ/ is very short sound. /ɑ:/ first pronounce the sound /ɑ:/ the put your tongue down and back. /ɑ:/ is a long sound.</p>	<ul style="list-style-type: none"> - Demonstrate the sounds /ʌ/ & /ɑ:/ by pronouncing them clearly and slowly. - Help Ss to distinguish these two sounds. 	<ul style="list-style-type: none"> - Whole class
5	<p>* Practice 1:</p>	<ul style="list-style-type: none"> - Play the tape & ask them to repeat the sounds clearly to in front of the class. - Ask Ss to work in pairs & practice the sentences. 	<ul style="list-style-type: none"> - Pair work
7	<p>III. GRAMMAR & VOC: * Presentation & Practice 2: 1. When did you come? 2. How long did you stay? 3. Who did you come with? 4. Where do you live? 5. Why do you like learning E? 6. What time is it now? 7. How many children do they have?</p>	<ul style="list-style-type: none"> -Introduce peer correction - Keep Ss in pair & ask them to make questions for the responses. 	<ul style="list-style-type: none"> - Pair work

Date:
Period: 12

UNIT 3: PEOPLE'S BACKGROUND
Section A: Reading

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

- read better through Matching and True or False exercises.
- improve background knowledge about famous scientists especially about Marie Curie.

Teaching aids: Textbook, whiteboard markers

Procedure:

<i>T</i>	<i>Stages & Content</i>	<i>T's activities</i>	<i>Ss' activities</i>
5	I. WARM UP: <i>Brainstorming</i> Famous scientists	- Have Ss work in groups of 3 to 4. - After 3 minutes, the group with the longest list will be the winner.	-Group work
1	II. PRE-READING:		
2	Have you ever heard of Marie Curie? What do you know about her? <i>*Set the scene: M C is the world famous scientist. She made great contributions to the world's science. Today, we will learn about her life & her research. Firstly, let's have a quick look at some new words & phrases that you will come across in the passage.</i> <i>* Pre-teach Vocabulary:</i> - general education (n): GDPT <i>comprehensive study of all subjects & skill</i> - brilliant (a): thông minh, sáng dạ <i>clever, quick at learning</i> - mature (a): trưởng thành <i>fully-grown/developed in character & power</i> - harbour the dream of: nuôi mơ ước trở thành... <i>foster/keep in mind the dream of doing st</i> - flying colours: TNGH loại ưu <i>leave university with excellent grade</i> - PhD: Doctor of Phylosophy Tiến sĩ - tragic death: cái chết đau khổ <i>die painfully</i> - to be awarded: được trao cái gì <i>to be presented with</i>	- Ask Ss to work in pairs & answer the following question.	- Pair work and Whole class

<p>7</p> <p>7</p> <p>7</p> <p>6</p> <p>2</p>	<p>- atomic weight of radium: trọng lượng n. tử</p> <p>- humanitarian wish: mong muốn nhân đạo</p> <p>II. WHILE-READING:</p> <p>* Task 1: Matching 1.c 2.e 3.a 4.d 5.b</p> <p>* Task 2: True or False <i>Why is it false?</i> <i>Can you give me the information in the passage?</i></p> <p>1. T 2. F (Her dream was to become a scientist). 3. T 4. F(She married Pierre Curie in 1895) 5. T</p> <p>* Task 3: Answering Questions</p> <p>1. On November 7, 1867. 2. She was a brilliant & mature student. 3. She worked as a private tutor to save money for a study tour abroad. 4. She was awarded a Nobel Prize in Chemistry for determining the atomic weight of radium. 5. No, it wasn't. Her real joy was "easing human suffering"</p> <p>III. POST-READING: <u>strong-willed</u> (She haboured the dream of scientific career, which was impossible for a woman at that time) <u>ambitious</u>(In spite of her difficult situation, she worked extremely hard & earned a degree in Physics with flying colours) <u>hard-working</u>(She works extremely hard) <u>intelligent</u> (As a brilliant student...) <u>humane</u>(She had a humanitarian wish that ease human suffering)</p> <p>V. HOMEWORK:</p>	<p>- Translation - Translation</p> <p>- Ask Ss to read the passage individually & match the words or phrases in A with their meanings in Ba Sao</p> <p>-Have Ss read the passage more carefully & decide whether the statements are T or F. Correction the false information.</p> <p>- Ask Ss to work in groups & highlight or underline the evidence that they find in the passage</p>	<p>-Group work</p>
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	Write the background of a scientist you know best.		
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Date: **UNIT 3: PEOPLE'S BACKGROUND**
 Period: 13 **Section B: Speaking**

Aim: By the end of the lesson, Ss will be able to talk about their own background and know how to ask for other people's background.

Teaching aids: Textbook, whiteboard markers

Procedure:

<i>T</i>	<i>Stages & Content</i>	<i>T's activities</i>	<i>Ss' activities</i>																																																																																																														
1 0	<p>I. WARM UP: <i>Word Square</i></p> <table border="1" style="width: 100%; text-align: center;"> <tr><td>H</td><td>B</td><td>R</td><td>I</td><td>L</td><td>L</td><td>I</td><td>A</td><td>N</td><td>T</td></tr> <tr><td>U</td><td>A</td><td>H</td><td>N</td><td>B</td><td>W</td><td>L</td><td>M</td><td>N</td><td>V</td></tr> <tr><td>M</td><td>M</td><td>A</td><td>T</td><td>U</td><td>R</td><td>E</td><td>B</td><td>S</td><td>R</td></tr> <tr><td>A</td><td>C</td><td>R</td><td>E</td><td>C</td><td>D</td><td>K</td><td>I</td><td>E</td><td>C</td></tr> <tr><td>N</td><td>H</td><td>D</td><td>L</td><td>Y</td><td>W</td><td>A</td><td>T</td><td>D</td><td>U</td></tr> <tr><td>E</td><td>E</td><td>D</td><td>L</td><td>R</td><td>A</td><td>D</td><td>I</td><td>U</td><td>M</td></tr> <tr><td>E</td><td>M</td><td>S</td><td>I</td><td>G</td><td>B</td><td>T</td><td>O</td><td>W</td><td>P</td></tr> <tr><td>O</td><td>I</td><td>Z</td><td>G</td><td>V</td><td>W</td><td>C</td><td>U</td><td>O</td><td>F</td></tr> <tr><td>R</td><td>S</td><td>M</td><td>E</td><td>U</td><td>S</td><td>R</td><td>S</td><td>T</td><td>R</td></tr> <tr><td>S</td><td>T</td><td>T</td><td>N</td><td>O</td><td>B</td><td>E</td><td>L</td><td>V</td><td>A</td></tr> <tr><td>W</td><td>B</td><td>A</td><td>T</td><td>O</td><td>M</td><td>I</td><td>C</td><td>B</td><td>C</td></tr> </table> <p>→brilliant, mature, radium, Nobel, atomic humane, hard, chemist, intelligent, ambitious</p>	H	B	R	I	L	L	I	A	N	T	U	A	H	N	B	W	L	M	N	V	M	M	A	T	U	R	E	B	S	R	A	C	R	E	C	D	K	I	E	C	N	H	D	L	Y	W	A	T	D	U	E	E	D	L	R	A	D	I	U	M	E	M	S	I	G	B	T	O	W	P	O	I	Z	G	V	W	C	U	O	F	R	S	M	E	U	S	R	S	T	R	S	T	T	N	O	B	E	L	V	A	W	B	A	T	O	M	I	C	B	C	-Ask Ss to work in groups.	-Group work
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8	<p>II. PRE-SPEAKING:</p> <p>*Task 1:</p> <ul style="list-style-type: none"> . Family . Education . Experience <p>.Family How many people are there in your family? What does your father do?</p> <p>.Education Where did you study at high school? What subjects do you like best?</p> <p>.Experience</p>	-Ask Ss to work in pairs and decide which items can tell sb's background.	-Pair work																																																																																																														

<p>1 5</p>	<p>How long have you worked as a teacher?</p> <p>III. WHILE-SPEAKING</p> <p>*Set the scene: <i>Imagine you are a journalist .Use the cues below to interview a classmate about his/her background or that of a person he/she knows well. Change the role when you have finished.</i></p> <p>* Task 2:</p> <ul style="list-style-type: none"> - Good morning - When were you born? - Where were you born? - Where do you live? - What do you parents do? - How many brothers/ sisters do you have? - What’s the name of your primary (secondary) school? - Have you ever been a leader of.. - What subjects do you like best? - Thank you very much. 	<p>-Ask Ss to discuss the questions that can be used to get information for each item.</p>	<p>-Group work</p>
<p>1 0 2</p>	<p>IV. POST-SPEAKING</p> <p>* Task 3:</p> <p>V. HOMEWORK:</p>	<p>-Ask Ss to work in groups & talk about the person they have known through interview</p>	<p>-Group work</p>

Date:
Period: 14

UNIT 3: PEOPLE'S BACKGROUND
Section C: Listening

Aim: By the end of the lesson, students will be able to understand a dialogue through deciding on True or False statements and gap filling.

Teaching aids: Textbook, cassette player, tape

Procedure:

<i>T</i>	<i>Stages and Content</i>	<i>T's activities</i>	<i>Ss' activities</i>
3	<p>I. WARM UP: + Shows picture, asks questions - Who is he? She's Thuy Hien - What is she good at? She is good at Wushu - Did she get any Olympic Champion? Yes, it's Bronze Medal</p>	- Give questions	- Answer
10	<p>II. PRE-LISTENING: * <i>Pre-teach vocabulary:</i> 5' - Olympic Champion - sports teacher (n) : Gv thể dục - love story - romantic (adj) : lãng mạn - diploma (n) : chứng chỉ, văn bằng * <i>Task 1:</i> Multiple Choice 5' 1. Sally is _____ years old. a. 24 b. 25 c. 26 d. <u>27</u> 2. She joined the Start Sports Club when she was _____. a. 13 b. 14 c. <u>15</u> d. 16 3. Where does she live? a. <u>Manchester</u> b. Paris c. London d. New York 4. How many people are there in her family? a. 3 b. 4 c. <u>5</u> d. 7</p>	- Introduce some new words - Get Ss to listen twice then compare the answer with a partner - Get Ss listen once more to check. Pause the tape if necessary	- Listen and repeat - Listen, then compare the answer with a partner
20	<p>5. What does she want to be in the future? a. a doctor b. a teacher c. <u>a sports teacher</u> d. a manager</p> <p>III. WHILE-LISTENING:</p>	- Get Ss listen once more to check. Pause the tape if necessary	- Listen - True or False statements

<p>10</p> <p>2</p>	<p>* Task 2: Listen to the conversation between Sally and Bob. Decide whether the statements are T or F 1.T 2.T 3.F (I don't have much free time) 4. T 5.F (I want to be a sports teacher)</p> <p>* Task 3: Listen to the conversation again, and fill in the blanks p 37 1. general education 2. lives ; family 3. different swimming 4. love stories 5. teacher's diploma</p> <p>IV. POST-LISTENING: Ask and answer about Sally</p> <p>V. HOMEWORK: Write a short report about Sally</p>	<p>- Get Ss listen once more to check. Pause the tape if necessary</p> <p>- Set the scene - Correction</p>	<p>- Work in pairs</p>
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Date:
Period: 15

UNIT 3: PEOPLE'S BACKGROUND
Section D: Writing

Aim: By the end of the lesson, students will be able to write about people's background.

Teaching aids: Textbook, poster

Procedure:

<i>T</i>	<i>Stages and Content</i>	<i>T's activities</i>	<i>Ss' activities</i>																
5	<p>I. WARM UP:</p> <p>* Matching A with B (handouts)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;">A</td> <td style="width: 50%; text-align: center;">B</td> </tr> <tr> <td>1. Name</td> <td>a. Boston</td> </tr> <tr> <td>2. Date of birth</td> <td>b. Kensington High school</td> </tr> <tr> <td>3. Place of birth</td> <td>c. English, French, Math.</td> </tr> <tr> <td>4. Schools attended</td> <td>d. Tourist guide</td> </tr> <tr> <td>5. Exams passed</td> <td>e. David brown</td> </tr> <tr> <td>6. Previous jobs</td> <td>f. 12/ 11 / 1969</td> </tr> <tr> <td>7. Interests</td> <td>g. Music and dancing</td> </tr> </table> <p>1. e 2. f c. a 4. b 5. c 6. d 7. g</p>	A	B	1. Name	a. Boston	2. Date of birth	b. Kensington High school	3. Place of birth	c. English, French, Math.	4. Schools attended	d. Tourist guide	5. Exams passed	e. David brown	6. Previous jobs	f. 12/ 11 / 1969	7. Interests	g. Music and dancing	<p>- Give instructions</p> <p>- Give handouts</p> <p>- Correction</p>	<p>- (Books-closed)</p> <p>- Pairwork</p> <p>- Give feedback</p>
A	B																		
1. Name	a. Boston																		
2. Date of birth	b. Kensington High school																		
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6. Previous jobs	f. 12/ 11 / 1969																		
7. Interests	g. Music and dancing																		
15	<p>II. PRE- WRITING:</p> <p>* Vocabulary:</p> <p>- curriculum vitae</p> <p>* Task 1: Read Mr. Brown's CV.(curriculum vitae-a form with details about his past somebody's past education and job) then use the cues below to write a paragraph about him.</p> <p>David Brown / be / born / 12.11.69 / Boston. He / go to / school / pass exams in. He / work/ tourist guide / a travel agency from / to. From/ to / he / work? hotel telephonist. He / like/.</p> <p>- Mr. Brown was born on November 12, 1969 in Boston. He went to Kensington High School and passed exams in English, French and Mathematics. He worked in a travel agency from June 1991 to December 1998. And from 1999 to 2002, he worked as a hotel telephonist. He likes music and dancing.</p>	<p>- Presenting vocabulary & someone's background</p> <p>- Let Ss read Mr. Brown's CV</p>	<p>- Individually</p> <p>- Groupwork</p>																

8	<p>III. WHILE-WRITING: * <i>Task 2 p 38</i>: Ask your partner for the information about her/ his parent & complete the form.</p>	<ul style="list-style-type: none"> - Ask Ss to write a paragraph about Mr. Brown - Go around and help Ss . - Correction 	<ul style="list-style-type: none"> - Give feedback
15	<p>IV. POST – WRITING: * <i>Task 3 p 38</i> Write a paragraph about your partner’s parents.</p>	<ul style="list-style-type: none"> - Ask Ss to write a paragraph based on the completed form about their parent - Correction 	<ul style="list-style-type: none"> - Pairwork - Ask and answer - Groupwork - Give feedback
2	<p>V. HOMEWORK: Write a paragraph about your parent</p>	<ul style="list-style-type: none"> - Give task 	<ul style="list-style-type: none"> - Copy and do at home

Date:
Period: 16

UNIT 3: PEOPLE'S BACKGROUND
Section E: Language Focus

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

- pronounce the sounds /e/ and / æ / correctly
- use the past perfect tense appropriately and distinguish it with the past simple

tense

Teaching aids: Textbook, whiteboard markers

Procedure:

<i>T</i>	<i>Stages & Contents</i>	<i>T's activities</i>	<i>Ss' activities</i>																																	
5	<p>I. WARM UP: Table completion</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Verb infinitive</th> <th>Past form</th> <th>Past participle</th> </tr> </thead> <tbody> <tr> <td>take</td> <td></td> <td></td> </tr> <tr> <td></td> <td>met</td> <td></td> </tr> <tr> <td></td> <td></td> <td>Left</td> </tr> <tr> <td></td> <td>broke</td> <td></td> </tr> <tr> <td>come</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td>Gone</td> </tr> <tr> <td></td> <td>got</td> <td></td> </tr> <tr> <td></td> <td></td> <td>Been</td> </tr> <tr> <td>do</td> <td></td> <td></td> </tr> <tr> <td></td> <td>saw</td> <td></td> </tr> </tbody> </table>	Verb infinitive	Past form	Past participle	take				met				Left		broke		come					Gone		got				Been	do				saw		<p>-Ask Ss to work in groups and give each group a table containing 10 verbs.</p> <p>-Tell Ss to complete the table following the instruction</p> <p>-The group which completes the table first & has more correct verbs will be the winner</p>	<p>-Group work</p>
Verb infinitive	Past form	Past participle																																		
take																																				
	met																																			
		Left																																		
	broke																																			
come																																				
		Gone																																		
	got																																			
		Been																																		
do																																				
	saw																																			
5	<p>II. PRONUNCIATION:</p> <p>* Presentation 1:</p> <p>/e/: first pronounce the sound I then open your mouth a little more.</p> <p>/e/ is a short sound.</p> <p>/æ /: first pronounce the sound /e/ then open your mouth a little more.</p>	<p>-Demonstrate the sound /e/ and / æ / by pronouncing them clearly and slowly</p> <p>-Instruct the way to pronounce</p> <p>-Ask Ss to pronounce and repeat the sounds several times</p>	<p>-Whole class</p>																																	
5	<p>* Practice 1:</p>	<p>-Play the tape & ask them to repeat</p> <p>-Call on some Ss to repeat</p> <p>-Ask Ss to work in pairs & practice the sentences</p>	<p>-Pair work</p>																																	

5	III. GRAMMAR & VOC: <i>* Presentation 2:</i> Review the past perfect tense Form	-Ask Ss to do exercise 1: Use the verbs in brackets in the past perfect -Note that the action in the past perfect is always before another past action -Have Ss compare their answers with a friend. Make sure all the verbs have been put in the correct form -Identify the past simple tense and the past perfect tense	-Whole class																		
8	Use <i>* Practice 2:</i>																				
	<ol style="list-style-type: none"> 1. had broken 2. had done 3. had met 4. had not (hadn't) turned off 5. had ever seen 6. had been 7. had left 8. had moved 9. had not (hadn't) seen 10. had broken in 																				
5	<i>* Presentation 3:</i>	-Ask Ss to do exercise 2: Put the verbs in brackets in the past simple or the past perfect.	-Whole class																		
7	<i>* Practice 3:</i>																				
	<ol style="list-style-type: none"> 1. had just finished , came 2. had seldom travelled , went 3. went , had already taken 4. Did... manage , had ... gone , got 5. had just got , phoned , had been 																				
5	<i>* Practice 4:</i> What is the story about? Who are in the story? ...	-Tell Ss to read the story carefully and ask them some questions about the story to make sure Ss have general understanding -Have Ss work in pairs & five mistakes in the use of tenses in the story -Ask Ss to join another pair to make a group and compare and discuss the answers.	-Pair work																		
	<table border="1"> <thead> <tr> <th>Sentence</th> <th>Mistake</th> <th>Correction</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>had climbed</td> <td>climbed</td> </tr> <tr> <td>2</td> <td>had turned</td> <td>turned</td> </tr> <tr> <td>3</td> <td>had called</td> <td>called</td> </tr> <tr> <td>4</td> <td>had heard</td> <td>heard</td> </tr> <tr> <td>5</td> <td>went</td> <td>had already gone</td> </tr> </tbody> </table>	Sentence	Mistake	Correction	1	had climbed	climbed	2	had turned	turned	3	had called	called	4	had heard	heard	5	went	had already gone		
Sentence	Mistake	Correction																			
1	had climbed	climbed																			
2	had turned	turned																			
3	had called	called																			
4	had heard	heard																			
5	went	had already gone																			

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Date:

TEST YOURSELF A

Period: 17

I. LISTENING

1. 15th January 1929
2. In 1951
3. for 4 years
4. he met
5. they got married
6. a minister at a
7. the black freedom movement
8. heard his speech at the
9. In 1968
10. 4th April 1968

Tapescript:

Martin Luther King was born on 15th January 1929 in Atlanta, Georgia. In 1951, he went to Boston University, where he studied for four years. In 1952, he met Coretta Scott, and as soon as he saw her, he fell in love. They got married in 1953, and they had four children. In 1954, the Kings left Boston, and Martin became a minister at a Baptist Church in Montgomery, Alabama. Then he started working for the black freedom movement. Thousands of people walked to Washington to hear his famous speech at the Lincoln Memorial in 1963, and he won the Nobel Peace Prize in 1964. He died on 4th April 1968 in Memphis, Tennessee, from a gunshot wound.

II. READING:

1. F 2.C 3. A 4. D 5. B

III. GRAMMAR:

1. to apply
2. am
3. attended
4. passed
5. got
6. can
7. reading
- 8 know
9. am able
10. hearing

IV. Homework: WRITING page 43

Date:
Period: 18

TEST 45'

I. Listening (2 points). Listen and choose the correct answer.

1. Phong is _____ years old.
a. 14 b. 15. c. 16 d. 17
2. There are _____ students in his class.
a. 40 b. 42 c. 45 d. 50
3. He likes to learn _____ best.
a. Maths b. Chemistry c. Literature d. English
4. He doesn't like _____.
a. learning Geography b. getting up early
c. having a lesson d. studying many subjects.

II. Reading (2,5 points). Read the passage and do the tasks that follow.

Finally in 1891, Marie Curie, with very little money to live on, went to Paris to realise her dream at the Sorbonne. In spite of her difficult living conditions, she worked extremely hard. She earned a degree in physics with flying colours, and went to take another degree in Mathematics. She met Pierre curie in the School of Physics in 1894 and a year later they got married. From then on, they worked together on their research. In 1903, Marie became the first woman to receive a PhD from the Sorbonne.

A. Write True (T) or False (F) to these statements: (1,5 points)

- _____ 1. Marie Curie studied Physics very well.
_____ 2. She and Pierre Curie got married in 1894.
_____ 3. She received a PhD in 1903.

B. Answer the questions: (1 point)

1. When did Marie Curie go to Paris?
→.....
2. Did she have an easy life at the Sorbonne?
→.....

III. Grammar (3 points).

A. Choose the word or phrase that best completes each sentence: (2 points)

1. He finally decided _____ out in the rain.
a. go b. to go c. going d. went
2. They just _____ dinner when I came.
a. finish b. finished c. finishing d. had finished
3. Could you please stop _____ so much noise?
a. make b. to make c. making d. made
4. We usually _____ to school in the afternoon.

- a. go b. to go c. going d. went

B. Make questions from the underlined words: (1 point)

1.
Nam was born in 1890.

2.
He is living in Bac Ninh.

IV. Writing: (2,5 points). Write a narrative, using the given prompts.

1. September 5, 2006/ be first day/ high school.

→

2. My father/ take me/ school/ motorbike.

→

3. Suddenly/ a young man/ bump/ my father's motorbike.

→

4. We/ fall street/ and my father/ shout/ that man.

→

5. In the class/ I/ find the young man/ my father shout/ be my English teacher.

→

----- THE END -----

Date:

CORRECTION OF TEST 45'

Period: 19

I. Listening (2 points). Multiple choice. Tape script Unit 2 A. Reading ❶ page 22.

1. c. 16 2. c. 45 3. d. English 4. b. getting up early

II. Reading (2,5 points). Read the passage and do the tasks that follow.

A. Write true (T) or False (F) to these statements: (1,5 points)

1. T 2. F 3. T

B. Answer the questions: (1 point)

1. Marie Curie went to Paris in 1891.

2. No, she didn't.

III. Grammar (3 points)

A. Choose the word or phrase that best completes each sentence: (1,5 points)

1. b. to go 2. d. had finished 3. a. go

B. Make questions from the underlined words: (1 point)

1. When was Nam born?

2. Where is he living?

IV. Writing: (2,5 points). Write a narrative, using the given prompts.

1. September 5, 2006 was my first day in high school.

2. My father took me to school on a motorbike/ by motorbike.

3. Suddenly, a young man bumped into my father's motorbike.

4. We fell on the street and my father shouted at that man.

5. In the class, I found the young man my father shouted at was my English teacher.

Date:
Period: 20

UNIT 4: SPECIAL EDUCATION
Section A: Reading

Aim: By the end of the lesson, Ss will be able to understand the term **special education** and talk about it through Matching and Multiple Choice exercises.

Teaching aids: Textbook, whiteboard makers...

Procedure:

<i>T</i>	<i>Stages & Content</i>	<i>T's activities</i>	<i>Ss' activities</i>
5	I. WARM UP: Question 1. Can you guess who am I? 2. How do you feel if you can't see and heard anything?	-Ask questions	-Guess
1	II. PRE-READING:		
2	* Pre-teach Vocabulary: - disabled (a): tàn tật <i>be unable of doing smt</i> - dumb (a): câm <i>not being able to speak</i> - proper schooling (n): học hành đầy đủ <i>enough and good study</i> - opposition (n): ý kiến phản đối <i>opposing ideas</i> - make effort (v): nỗ lực, cố gắng <i>try</i> - to be proud of (a): tự hào <i>take pride on</i> * Checking technique: ROR *T/F statement prediction: __1. Ms Thuy enjoys her teaching job. __2. Disabled children can't learn how to read and write.		-Whole class
	II. WHILE-READING: * Task 1: Matching 1.c 2.e 3.a 4.b 5.d *Task 2: Multiple Choice 1.D 2.B 3.A 4.C 5.D	-Ask Ss to read the passage individually and do	-Individual work
8		-Ask Ss to give explanation for their choice	-Individual work
8			- Pair work
10	III. POST-READING: 1.disabled 2.read 3.write 4.efforts 5.opposition 6.time-consuming 7.maths 8.arms 9.fingers 10.proud	-Ask Ss to work in pairs and read the summary of the passage	
	IV HOMEWORK: Part 1 page 23 (Workbook)		

2		carefully	
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Date: UNIT 4: SPECIAL EDUCATION

Period: 21 Section B: Speaking

Aim: By the end of the lesson, students will be able to talk about school life a student; actively engage in an interview.

Teaching aids: Textbook, whiteboard markers...

Procedure:

<i>T</i>	<i>Stages and content</i>	<i>T's activities</i>	<i>Ss' activities</i>
3	<p>I. WARM UP: subjects tests and exams timetable homework → SCHOOL * <i>Set the scene:</i> You are going to talk about your studies at your secondary school.</p>	- Back to the board	- Groupwork
10	<p>II. PRE-SPEAKING: * <i>Pre-teach vocabulary:</i> - lower secondary : trường cấp 2 - class (n) : giờ học - oral test (n) : kiểm tra miệng - semester (n) : học kỳ - honest (a) : thật thà, thành thật - break (n) : giờ ra chơi (trường) You will read a dialogue about school life</p>	- Follow the step for presenting vocabulary	- Listen and repeat - Copy down
15	<p>III. WHILE-SPEAKING: * <i>Task 1 p 47:</i> (10') A - 4 B - 1 C - 2 D - 6 E - 3 F - 5 G - 7 * <i>Task 2 p 48 :</i> (5') - T writes question and answer on bb + Ss practise speaking <i>Chart:</i> Name? School? How many subjects? Morning or Afternoon? Do after school?</p>	- Match questions with correct answers - Check - Divide pairs - Check and feedback - T & a S practise as a model	- Work in pairs and compare - Correction - Work in pairs - Ss interview & answer for their personal

<p>15</p> <p>2'</p>	<p>IV. POST-SPEAKING: * <i>Task 3 p 48:</i> (10') Tell the class what you have known about your partner. - T acts as a model: An is now in the tenth grade at Thong Linh High school. An has 10 subjects to learn there. He goes to school in the afternoon and often has 5 classes. On Thursday afternoon he has only 3 classes at school. He can go home early or go around the town with some friends. + Reporting result: (5') - A bad pupil talks before class. (it possible)</p> <p>V. HOMEWORK: Re-practise speaking at home.</p>	<ul style="list-style-type: none"> - T listen & help - Divide class into pair - Give models - Call some good Ss to talk before class. - Remark 	<p>information</p> <ul style="list-style-type: none"> - Talk & listen - A bad pupil talks before class. (it possible)
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Date:
Period: 22

UNIT 4: SPECIAL EDUCATION
Section C: Listening

Aim: By the end of the lesson, Ss will be able to listen better through True or False and Gap-filling exercises.

Teaching aids: Textbook, whiteboard markers

Procedure:

T	Stage & Contents	T's activities	Ss' activities
9	<p>I. WARM UP: Kim's game</p> <ul style="list-style-type: none"> - photograph (n): bức ảnh <i>picture or image taken by photographers</i> - photographer (n): nghệ sĩ nhiếp ảnh, người chụp ảnh <i>a person who takes pictures</i> - photography (n): môn nhiếp ảnh, nghệ thuật nhiếp ảnh <i>the study of forming & fixing images by the chemical action of light & other element</i> - photogenic (a): ăn ảnh <i>having interesting features that are suitable for photographing</i> - photographic (a): thuộc về nhiếp ảnh <i>belong to photography</i> 	<p>-Explain the meaning of the words in the box</p>	<p>-Whole class</p>
10	<p>II. PRE-LISTENING</p> <p>Work in pairs to fill each of the blanks with one word from the box (p 48)</p> <ol style="list-style-type: none"> 1. photographic 2. photography 3. photographer 4. photograph 5. photogenic 	<p>-Ask Ss to work in pairs & fill each of the blanks with one word from the box</p>	<p>-Work in pair</p>
8	<p>* Pre-teach vocabulary:</p> <ul style="list-style-type: none"> - surroundings (n): môi trường xung quanh <i>conditions, objects that make the living environment</i> - sorrow (n): nỗi buồn <i>pain or distress caused by loss or disability</i> - passion (n): niềm đam mê <i>great love for something</i> - labourer (n): người lao động <i>a person who works manually</i> - deaf (n) : điếc <i>entirely untable to hear</i> - mute (n) : câm <i>unable to speak</i> - exhibition (n) : triển lãm <i>a display, a public showing</i> <p>* checking:</p>		

<p>10</p> <p>7</p> <p>1</p>	<p>II. WHILE-LISTENING:</p> <p><i>*Set the scene:</i> You are going to listen to a talk about a club for disabled children. You listen to it and do the tasks followed.</p> <p><i>* Task 1: True or False</i></p> <p>1. T 2. F (information not given)</p> <p>3. T</p> <p>4. F (the subjects of their photos about people and scenery)</p> <p>5.T</p> <p><i>* Task 2: Gap-filling</i></p> <p>1. photography 2. 19 3. exhibition</p> <p>4. 50 5. beauty 6. simple</p> <p>7. peaceful 8. chickens 9. stimulated</p> <p>10. escape</p> <p>III POST-LISTENING:</p> <p><i>* Question & Answer</i></p> <p>1. Who are the members of the club?</p> <p>2. Where do they come from?</p> <p>3. How many photographs are on display?</p> <p>4. What are their photos about?</p> <p>5. What does their passion of taking photographs help them?</p> <p>IV. HOMEWORK:</p> <p>Write a short paragraph about the Vang Trang Khuyet Photography Club.</p>	<p>-Ask Ss to listen to the tape & decide whether the statements are true or false</p> <p>-Ask Ss to read a part of the talk carefully and have a guess of the missing work</p> <p>-Tell Ss to work in groups : Ask & answer about the VTK Club</p>	<p>Individual work</p> <p>- Group work</p>
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Date:
Period: 23

UNIT 4: SPECIAL EDUCATION
Section D: Writing

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

- read and understand a simple letter of complaint
- write a letter of complaint about the poor quality of the service at an English Centre

Teaching aids: Textbook, whiteboard markers

Procedure:

<i>T</i>	<i>Stages & Content</i>	<i>T's activities</i>	<i>Ss' activities</i>												
8	<p>I. WARM UP: Categorising bad, helpful, expensive, lazy, hard-working, good, careful, poor, unhappy, beautiful</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Compliments</th> <th style="text-align: center;">Complaints</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">helpful</td> <td style="text-align: center;">bad</td> </tr> <tr> <td style="text-align: center;">hard-working</td> <td style="text-align: center;">expensive</td> </tr> <tr> <td style="text-align: center;">good</td> <td style="text-align: center;">lazy</td> </tr> <tr> <td style="text-align: center;">careful</td> <td style="text-align: center;">poor</td> </tr> <tr> <td style="text-align: center;">beautiful</td> <td style="text-align: center;">unhappy</td> </tr> </tbody> </table> <p><i>Complaint is a kind of format letter used when you are not happy with a service, a contract, a course, ...</i> <i>A letter of complaint usually includes 3 main parts: Opening - Explaining the problem Suggesting a resolution</i></p>	Compliments	Complaints	helpful	bad	hard-working	expensive	good	lazy	careful	poor	beautiful	unhappy	<p>-Ask Ss to work in groups -Give 10 or more adjectives and ask Ss to put them under 2 headings : <i>compliments and complaints</i> -Give definition & format letter of complaint</p>	<p>-Group work</p>
Compliments	Complaints														
helpful	bad														
hard-working	expensive														
good	lazy														
careful	poor														
beautiful	unhappy														
1 5	<p>II. PRE-WRITING:</p> <ul style="list-style-type: none"> - native teachers (n) : GV người bản xứ <i>teachers who come from E-speaking countries</i> - air-conditioned (a) : được trang bị điều hòa <i>to be equipped with air-conditioner</i> - advertisement (n) : mục quảng cáo - refund (v) : bồi bản - require (v) : yêu cầu - enclose (v) : gửi kèm theo <p>* Set the scene: <i>After studying for two weeks at E for Today Centre, you notice that everything is worse than what the advertisement says. A friend of yours wants to know about the centre & you tell him/her the facts. Now you work in pairs and complete the dialogue with your own ideas.</i></p>														

	<p>* Task 1: Fill in the blank</p> <p>1. I am not happy with it at all 6. in fact classes often start late and finish early 3. that is not true. My class has over 30 students 4. I had to pay for them 2. not all of them are native teachers 5. only some of them. Mine is not</p>	<p>- Give the posters on the board -Correct the exercises</p>	<p>-Do exercises -Write down</p>
	<p>* Task 2: Discuss (question)</p> <p>1. Do you want to write a letter of complaint? 2. What do you have to write in that letter? - Yes, I do - Information to complain, a form of a letter, correct grammar</p>	<p>-Write the questions on the board -Explain</p>	<p>-Answers -Listen</p>
<p>1 5</p>	<p>III. WHILE-WRITING:</p> <p>First of all, you say that there are only native teachers, but my class has 1 Vietnamese teacher & 2 native teachers. You also say that each class has no more than 20 students but there are over 30 students in my class. In the advertisement, you say we can have books and cassette tapes free of charge but in fact we had to pay for them. To make the matter worse, the classroom is not air-conditioned. That is quite different from the advertisement says. Finally, what I do not like most about your centre is the time. The class is not the same as what the advertisement says. Classes not only start late but also finish early.</p>	<p>-Have Ss read the letter of complaint in the book and complete it basing on the dialogue in Task 1 -Ask Ss to use exchange their writing with a friend</p>	<p>- Individual work</p>
<p>5</p>	<p>IV. POST-WRITING:</p> <p>Correct the mistakes of the letter</p>	<p>-Correct orally</p>	<p>-Listen to the teacher</p>
<p>2</p>	<p>V. HOMEWORK:</p> <p>Rewrite your letter of complaint completely</p>	<p>-Ask SS to write at home</p>	<p>- Write at home</p>

Date:

UNIT 4: SPECIAL EDUCATION

Period: 24

Section E: Language Focus

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

- distinguish and pronounce the sounds / / and / / correctly.
- use *the + adjective* as a noun, combine two sentences with *which* and review

used to + infinitive

Teaching aids: Textbook, whiteboard markers

Procedure:

<i>T</i>	<i>Stages & Content</i>	<i>T's activities</i>	<i>Ss' activities</i>										
7	I. WARM UP: <i>Find someone who</i> <table border="1" style="margin-top: 10px; width: 100%;"> <thead> <tr> <th style="width: 70%; text-align: center;">Did you use to...</th> <th style="width: 30%; text-align: center;">Name</th> </tr> </thead> <tbody> <tr> <td>cry at night?</td> <td></td> </tr> <tr> <td>go to bed late?</td> <td></td> </tr> <tr> <td>be afraid of ghost?</td> <td></td> </tr> <tr> <td>eat a lot of ice cream?</td> <td></td> </tr> </tbody> </table>	Did you use to...	Name	cry at night?		go to bed late?		be afraid of ghost?		eat a lot of ice cream?		-Prepare a two-column table with Yes/No questions & Name -Let Ss go around the class and ask other Ss what they used to do when they were small. If the answer is YES, write his/her name in the table. -The winner is the first one who completes the Name column -Demonstrate the sounds / / and / / by pronouncing them clearly and slowly -Instruct the way to pronounce the two sounds -Make sure that Ss are aware of the difference between the two sounds -Ask Ss to repeat several times Play the tape & ask them to repeat the sounds clearly to in front of the class.	-Group work
Did you use to...	Name												
cry at night?													
go to bed late?													
be afraid of ghost?													
eat a lot of ice cream?													
5	II. PRONUNCIATION: * <i>Presentation 1:</i> <i>/ /</i> first pronounce the sound <i>/ /</i> then put your tongue slightly back and bring your lips slightly forward <i>/ /</i> is a short sound <i>/ /</i> first practice the sound then put the back of your tongue up a little <i>/ /</i> is a long sound	-Whole class											
5	*<i>Practice 1:</i>	-Pair work -Whole class -Individual work											

5	III. GRAMMAR & VOC: *Presentation 2: The + adjective	- Ask Ss to work in pairs and practice the sentences.	
5	*Practice 2: (Exercise 1/52) 2. the injured 3. the unemployed 4. the sick 5. the rich ; the poor	-Introduce peer correction -Explain the use of The + adj -Ask Ss to work individually & complete the sentences using the + one of the adjectives in the book -Have Ss compare their answers with a friend	-Whole class -Individual & Pair work
5	*Presentation 3: used to + infinitive	-Revision of used to +	
3	*Practice 3: (Exercise 2/53) 2. used to have / used to ride 3. used to live 4. used to like / used to love / used to eat 5. used to be 6. used to take 7. used to be 8. did you use(d) to go	infinitive -Ask Ss to do exercise 2. Complete the sentences with <i>used to...+ a suitable verb</i> -Tell Ss to compare their answers with a friend	-Pair work
3			
7	* Presentation 4: Which * Practice 4: (Exercise 3) 2. Jill isn't on the phone, which makes it difficult to contact her. 3. Neil has passed his examinations, which is good news. 4. Our light was delayed, which meant we had to wait for hours at the airport. 5. Ann offers to put me up for the night, which was very nice of her. 6. The street I live in is very noisy at night, which makes it difficult to sleep. 7. Our car has broken down, which means we can't go away tomorrow.	-Ask Ss to work in pairs and do exercise 3: Join a sentence from A one from B to make a new sentence using Which	

Date:

UNIT 5: TECHNOLOGY AND YOU

Period: 25

Section A: Reading

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

- use a number of words about computers such as CPU, VDU, CD ROMS, floppy... and talk their in our modern life.
- improve reading skill through Matching and Answering questions exercises.

Teaching aids: Textbook, makers...

Procedure:

<i>T</i>	<i>Stages & Contents</i>	<i>T's activities</i>	<i>Ss' activities</i>
8	<p>I. WARM UP: Matching</p> <p>1. D <i>visual display unit</i> (VDU) or <i>computer screen</i> (màn hình máy tính)</p> <p>2. E <i>mouse</i> (chuột)</p> <p>3. G <i>printer</i> (máy in)</p> <p>4. C <i>keyboard</i> (bàn phím)</p> <p>5. A <i>central processing unit</i> (CPU)(bộ vi xử lý)</p> <p>6. F <i>floppy disks</i> (đĩa mềm)</p> <p>7. B <i>CD ROMS short for Compact Disk-Read Only Memory</i> (đĩa CD ROMs chỉ dùng để đọc)</p> <p>8. H <i>speaker</i> (loa)</p>	<p>-Ask Ss to work in pairs: Look at the illustrations of different parts of a computer system & match each number with one of the words or phrases in the box</p>	<p>-Pair work</p>
10	<p>II. PRE-READING:</p> <p>* Pre-teach vocabulary:</p> <p>- miraculous (a) :tuyệt vời <i>wonderful</i></p> <p>- calculating machine (n) :máy tính <i>a machine used for adding, subtracting</i></p> <p>- calculations :phép tính <i>add,subtract,multiply,divide</i></p> <p>- lighting speed (n) :thiết bị lưu giữ thông tin <i>a thing used to keep or store information</i></p> <p>- memos=memorandums (n):sổ ghi nhớ,tin nhắn <i>informal letters usually sent from one person to another in an office</i></p> <p>- request for leave(n): xin phép nghỉ học or nghỉ làm <i>asking for the absence from class or office</i></p>		

7	III. WHILE-READING: <i>* Task 1: Matching</i> 1.c 2.e 3.a 4.b 5.d	-Ask Ss to read the passage and match the words in A with the definition in B	-Individual work
5	<i>*Task 2: Passage Headings</i> C. What Can the Computer Do?	-Tell Ss to read the passage more carefully & choose the best title for it	-Individual work
6	<i>* Task 3: Answering Questions</i> 1. It (Computer) can help us visit shops, offices, & places of interest; pay bills; read newspapers ... 2. It is a miraculous device because it is capable of doing anything you ask; it can speed up the calculations ...	-Have Ss to work in pairs & answer the questions using the given cues	-Pair work
7	IV. POST-READING: Do you usually use computers? What do you do when you use computers? What do you like most about computers?	-Ask Ss to work in pairs or groups and discuss other uses of computer in daily life	-Group work
2	V. HOMEWORK: Read the text about computers in workbook (page 26)		

Date:

UNIT 5: TECHNOLOGY AND YOU

Period: 26

Section B: Speaking

Aim: By the of the lesson, Ss will be able to talk about the uses or modern inventions in daily life such as radio life such as *radio, TV, fax machine, air conditioner...*

Teaching aids: Textbook, white boardmakers...

Procedure:

<i>T</i>	<i>Stages & Content</i>	<i>T's activities</i>	<i>Ss' activities</i>
6	<p>I. WARM UP: <i>Brainstorming</i></p> <p>MODERN INVENTIONS</p> <p>-TV, fax machine, air conditioner, radio, electric cooker, fridge, cell phone, washing machine, car, microwave oven</p>	- Divide class into two group	-Team A and B
5	<p>II. PRE-SPEAKING</p> <p>* <i>Vocabulary:</i></p> <p>- screen (n):</p> <p>- transmit (v):</p> <p>- message (n):</p> <p>- participant (n):</p> <p>- process (v):</p>	-Visual -Translation -Situation -Explanation -Translation	
7	<p>* <i>Task 1: Asking and Answering</i></p> <p>A: Can / Could you tell me what the cell phone is used for?</p> <p>B: Well, it is used to talk to people when you are away from home.</p>	-Ask Ss to work in pairs to do the substitution drill -Stick the posters on the board	-Pair work
7	<p>III. WHILE-SPEAKING</p> <p>*<i>Task 2: Sentence Completion</i></p> <p>1. store 2. transmit 3. process 4. send 5. hold 6. make 7. send 8. receive 9. design</p>	-Introduce -Divide into groups -Control -Check and get feedback -Divide class into pairs	-Group work -Discuss to complete the sentences -Work in pairs

10	*Task 3: Ordering	-Use the questions “Why”	-Answer
8	IV. POST-SPEAKING *Task 4: Talk about the uses of information technology. Use the information above	-Ask Ss to do -Call one St to talk before class	-Work in groups
2	V. HOMEWORK: Pre-practise speaking at home		-Talk & listen

Date:

UNIT 5: TECHNOLOGY AND YOU

Period: 27

Section C: Listening

Aim: By the end of the lesson, Ss will be able to know how a person learns to use a computer and improve listening skill through True or False and Gap-filling exercises.

Teaching aids: Textbook, cassette player...

Procedure:

<i>T</i>	<i>Stages & Content</i>	<i>T's activities</i>	<i>Ss' activities</i>																												
5	<p>I. WARM UP: Ask and answer How often do you use each of the items below?</p> <table border="1"> <thead> <tr> <th></th> <th>very often</th> <th>sometimes</th> <th>never</th> </tr> </thead> <tbody> <tr> <td><i>radio</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>cell phone</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>camcorder</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>computer</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>TV</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>fax machine</i></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		very often	sometimes	never	<i>radio</i>				<i>cell phone</i>				<i>camcorder</i>				<i>computer</i>				<i>TV</i>				<i>fax machine</i>				-Ask Ss to work independently & answer the question by checking the right column	-Individual work and Pair work
	very often	sometimes	never																												
<i>radio</i>																															
<i>cell phone</i>																															
<i>camcorder</i>																															
<i>computer</i>																															
<i>TV</i>																															
<i>fax machine</i>																															
7	<p>II. PRE-LISTENING: * Pre-teach vocabulary: - worried (a): lo lắng <i>to be anxious, at ease</i> - shy (a): ngượng ngùng, xấu hổ <i>uneasy in front of other people</i> - memory (n): bộ nhớ <i>a compartment by which things are recalled to or kept in mind</i> - refuse (v): từ chối <i>reject</i> - make an excuse (v): xin lỗi <i>say sorry</i> - headache (n): đau đầu <i>continuous pain in head</i> * Checking technique: ROR</p>																														
10	<p>III. WHILE-LISTENING: Set the scene: You hear an old company director talking about his experience of learning how to use a computer from his son. You listen to the tape & do Task 1: Decide whether the statements are True or False. * Task 1: True or False 1. F (He wasn't worried) 2. T 3. T 4. F (He understood about computers and</p>	-Ask Ss to read the statements carefully before	-Individual work																												

<p>1 0</p>	<p>became the man's teacher) 5. F (He didn't understand the lesson very well) 6. F (He began to feel tired after a few lesson)</p> <p>*Task 2: Gap-filling 1. invited 2. still 3. refused 4. excuse 5. anything</p>	<p>listening to the tape -Ask Ss to compare their answers with a friend</p>	
	<p>Tapescript: Well, I wasn't worried when my son bought a computer. After all lots of children have parents who don't understand computers. But when my secretary asked me for a computer in the office, I really became worried. So I decided to take some lessons in computing and my son became my teacher. He was very helpful. He invited me to sit down in front of the computer screen. I did not know what it was called. When asked him what it was, he said that it was a VDU. I still didn't know what a VDU was, but I was too shy to ask him any more. From that moment my memory refused to learn because he told me a lot of things that I really didn't understand at all. After a few lessons I began to feel tired. I made an excuse, saying that I had a headache. I suggested we should leave the lesson for another day. Since then I haven't said anything about the computer to my son and my secretary.</p>		
<p>1 0</p>	<p>IV. POST-LISTENING:</p> <p>What did the man's son buy? Why did the man become worried? What didn't the man know? What happened to the man's memory? What did the man suggest?</p>	<p>-Ask Ss to work in pairs and ask and answer about the man's story</p>	<p>-Pair work</p>
<p>2</p>	<p>V. HOMEWORK: Write the story the students listened</p>		

Date:
Period: 28

UNIT 5: TECHNOLOGY AND YOU
Section D: Writing

Aim: By the of the lesson, Ss will be able to write simple instructions on how to use some household appliances

Teaching aids: Textbook, samples of some instructions...

Procedure:

<i>T</i>	<i>Stages & Contents</i>	<i>T's activities</i>	<i>Ss' activities</i>										
5	<p>I. WARM UP: Matching</p> <table border="1"> <thead> <tr> <th>A</th> <th>B</th> </tr> </thead> <tbody> <tr> <td>1. insert</td> <td>a. long bip</td> </tr> <tr> <td>2. make</td> <td>b. button</td> </tr> <tr> <td>3. press</td> <td>c. card</td> </tr> <tr> <td>4. hear</td> <td>d. a call</td> </tr> </tbody> </table> <p>1.c 2.d 3.b 4.a</p>	A	B	1. insert	a. long bip	2. make	b. button	3. press	c. card	4. hear	d. a call	<p>-Ask to work in groups and match the words in A with the words in B</p>	<p>-Group work</p>
A	B												
1. insert	a. long bip												
2. make	b. button												
3. press	c. card												
4. hear	d. a call												
1 2	<p>II. PRE-WRITING:</p> <p>*Vocabulary pre-teach</p> <ul style="list-style-type: none"> - lift (v): nhắc lên <i>raise to higher level</i> - receiver (n): ống nghe <i>machine for receiving transmitted signals</i> - insert (v): đưa vào <i>put things into another</i> - slot (n): khe <i>a list in machine etc for something especially coin to be inserted</i> - press (v): ấn nút <i>put a steady force to something</i> emergency (n): cấp cứu <i>sudden and unexpected state of danger calling for immediate action</i> - ambulance (n): xe cấp cứu <i>special vehicle used for carrying sick people to hospital</i> - remote control (n): điều khiển từ xa <i>a device to tune in, switch on and off the TV a distance</i> - cord (n): dây dẫn <i>thick string used as TV wire</i> <p>*Checking technique: ROR</p> <p>*Task 2: Finding Connectors & Imperatives</p> <p>Connectors: first, next, then, until</p> <p>Imperatives: lift, insert, press, wait</p>												
1 0	<p>III. WHILE-WRITING:</p> <p>* Task 3: Answering Questions</p> <p>1. What do you have to make sure if you want</p>												

<p>1 5</p> <p>2</p>	<p>to operate the TV with the remote control?</p> <ul style="list-style-type: none"> - If you want to operate the TV with the remote control, you have to make sure that the cord is plugged in and the main is turned on. <p>2. What should you do if you want to turn on or turn off the TV?</p> <ul style="list-style-type: none"> - To turn on the TV, press the POWER button. - To turn off the TV, press the POWER button again. <p>3. What should you do if you want to select a programme?</p> <ul style="list-style-type: none"> - To select a programmer, press the PROGRAMME button. <p>4. What should you do if you want to watch VTV1, VTV2, VTV3 and VTV4?</p> <ul style="list-style-type: none"> - To watch VTV1, press button number 1. - To watch VTV2, press button number 2. - To watch VTV3, press button number 3. - To watch VTV4, press button number 4. <p>5. What should you do if you want to adjust the volume?</p> <ul style="list-style-type: none"> - To adjust the volume, press the VOLUME button up or down. <p>6. What should you do if you don't want to hear the sound?</p> <ul style="list-style-type: none"> -If you don't want to hear the sound, press the MUTE button. <p>IV. POST-WRITING:</p> <p>* Task 4: Writing Instructions</p> <p>V. HOMEWORK:</p> <p>Exercise 1,2 pages 33, 34</p>	<p>-Ask Ss to read the set of instructions on how to use a public telephone</p> <p>-Ask Ss to work in groups: Look at the TV & the remote control & answer the questions on how to operate the TV</p> <p>-Ask Ss to write a set of instructions on how to operate a TV with a remote control. Use the picture in the book and the answers above as suggestions</p> <p>-Give the assignment</p>	<p>-Group work</p> <p>-Individual work</p> <p>-Copy</p>
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Date:
Period: 29

UNIT 5: TECHNOLOGY AND YOU
Section E: Language Focus

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

- pronounce the sounds /u/ and /u:/ clearly and correctly
- use the present perfect and present perfect passive appropriately.

Teaching aids: Textbook, samples of some instructions...

Procedure:

<i>T</i>	<i>Stages & Content</i>	<i>T' activities</i>	<i>Ss' activities</i>						
5	I. WARM UP: <i>Categorising</i> <table border="1" style="margin-left: 20px;"> <tr> <td style="width: 30px; text-align: center;">Who</td> <td style="width: 30px; text-align: center;">Which</td> <td style="width: 30px; text-align: center;">Where</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> nurse, teacher, book, park, museum...	Who	Which	Where				-Ask Ss to put the words under the appropriate heading	Group work
Who	Which	Where							
5	II. PRONUNCIATION: * <i>Presentation 1</i> /u/ first pronounce the sound /a/ then put the back of your tongue forward and up a little /u/ is a short sound /u:/ first pronounce the sound /u/ then put your tongue up and back /u:/ is a long sound	-Demonstrate the sounds /u/ and /u:/ by pronouncing them clearly and slowly -Help Ss to distinguish these two sounds by instructing the way to pronounce	Whole class -Pair work Whole class						
5	* <i>Practice 1</i>	- Play the tape and ask Ss to repeat	-Individual work						
5	III. GRAMMAR & VOC: * <i>Presentation 2</i>	-Review the form and use of the present perfect	Whole class						
5	* <i>Practice 2</i>	-Ask Ss to do exercise 1: Put the situation & put the verbs in the present perfect tense	-Pair work						
5	* <i>Presentation 3</i>	-Review the rules of changing active into passive voice	Whole class						
5	* <i>Practice 3</i>	-Ask Ss to work in pairs & do exercise 2: Build the sentences after the model. Use the present perfect passive							
5	* <i>Presentation 4</i>								
5	* <i>Practice 4</i>								

	V. HOMEWORK:	<p>-Overview of who, which & that</p> <p>-Ask Ss to do exercise 3. Fill in the blanks with who, which or that</p>	
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Date:
 Period: 30

UNIT 6: AN EXCURSION
Section A: Reading

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

- get information about some famous places in Vietnam through activities Before and After you read
- improve reading comprehension skill by doing Multiple choice and Answering

questions exercise.

Teaching aids: Textbook, whiteboard makers...

Procedure:

<i>T</i>	<i>Stages & Content</i>	<i>T's activities</i>	<i>Ss' activities</i>
10	I. WARM UP: Networks Famous places	-Ask Ss to work in groups in three to four & make a list of famous places in VN	-Group work
5	II. PRE-READING: Do you usually have an excursion? When did you last have it? Where to? What impressed you most? What was the most interesting thing that you did on the excursion? * <i>Set the scene:</i> You are going to read a letter from Lan to her friend. Minh about his recent fantastic excursion to a cave near HN. You read the letter & do he tasks followed.		
10	II. WHILE-READING: * <i>Task 1: Multiple Choice</i> 1. C 2. D 3. A	-Ask Ss to read the letter individually & choose the best answer A, B, C or D to complete each of the sentences	- Individual work
10	* <i>Task 2: Answering Questions</i> 1. They are going on a trip when they have some days off after the first term. 2. They are visiting some caves because they want to understand their geography		

8	<p>Lesson better and many of them have never been inside a cave.</p> <p>3. It's only over 20 km.</p> <p>4. They are going to make a two-day trip and have a night campfire. They are bringing their own food and sharing buses with some other classes to make the trip cheap.</p> <p>5. Lan is anxious about her parent's permission. They may not want to let her stay the night away from home.</p>	<p>-Ask Ss to work in pairs and answer the questions</p>	<p>-Pair work</p>
2	<p>III. POST-READING:</p> <p>Summary completion</p> <p>1. is going to go on 2. some caves 3. want to see 4. have learnt 4. their trip 6. only problem 7. to persuade them 8. her classmates</p>	<p>-Have Ss work independently & fill in each blank with a suitable group of words from the text.</p> <p>-Ask Ss to read the summary carefully before doing the task</p>	<p>-Individual work</p> <p>-Whole class</p>
	<p>IV. HOMEWORK:</p> <p>Write your excursion</p>		

Date:

UNIT 6: AN EXCURSION

Period: 31

Section B: Speaking

Aim: By the end of the lesson, Ss will to talk about the seat plan on a boat trip on Lake Michigan in Chicago.

Teaching aids: Textbook, whiteboard makers, ...

Procedure:

<i>T</i>	<i>Stages & Content</i>	<i>T's activities</i>	<i>Ss' activities</i>
7	I. WARM UP: Crossword 1. CAVE 2. SUNSHINE 3. RIVER 4. EXCURSION 5. PAGODA 6. GEOGRAPHY 7. MOUNTAIN	- Give information of the words in the horizontal line. -Ask Ss to work in groups and find the words	-Group work
10	II. PRE-SPEAKING * <i>Vocabulary pre-teach</i> - sundeck (n) - get sunburnt (v) - travel sickness (n) - air-condition>< non-air-conditioned - refreshments (n) - occupied (a) * <i>Checking</i>		
15	III. WHILE-SPEAKING * <i>Task 1 & 2: Conversation Conduct</i>	-Ask Ss to work in groups: Read the seat plan carefully & decide the best seat for each person , using the information in Task 1	-Group work
10	III. POST-SPEAKING * <i>Task: Giving Reasons</i>	-Tell Ss to work in pairs and discuss	-Pair work
3	IV. HOMEWORK - Learn voc + answer the questions again	-Do at home	-Whole class

Date:

UNIT 6: AN EXCURSION

Period: 32

Section C: Listening

Aim: By the of the lesson, Ss will to improve their listening skill: Ordering, Gap-filling and Answering questions exercises.

Teaching aids: Textbook, cassette, ...

Procedure:

<i>T</i>	<i>Stages & Content</i>	<i>T's activities</i>	<i>Ss' activities</i>														
7	I. WARM UP: Find someone Who <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;">Do you...</th> <th style="width: 20%;">Name</th> </tr> </thead> <tbody> <tr> <td>like to go for a picnic?</td> <td></td> </tr> <tr> <td>go with your friends / family?</td> <td></td> </tr> <tr> <td>always go to the beach for a picnic?</td> <td></td> </tr> <tr> <td>always go to the mountain for a picnic?</td> <td></td> </tr> <tr> <td>bring food with you when you go for a picnic?</td> <td></td> </tr> <tr> <td>.....</td> <td></td> </tr> </tbody> </table>	Do you...	Name	like to go for a picnic?		go with your friends / family?		always go to the beach for a picnic?		always go to the mountain for a picnic?		bring food with you when you go for a picnic?			-Let Ss go around the class and ask other Ss what they used to do when they were small.	-Whole class
Do you...	Name																
like to go for a picnic?																	
go with your friends / family?																	
always go to the beach for a picnic?																	
always go to the mountain for a picnic?																	
bring food with you when you go for a picnic?																	
.....																	
8	II. PRE-LISTENING * Question and Answer * Pre-teach Vocabulary - glorious (a) : đẹp trời - assemble (v) : tập hợp - destination (n) : điểm, đíchn đến - left-overs (n) : thức ăn còn thừa - delicious (a) : ngon miệng - Botanic Garden (n): Vườn Bách Thảo - spacious (a) : rộng, nhiều không gian - sleep soundly(v) : ngủ say * Checking technique	-Ask Ss to work in pairs & discuss the following questions	-Whole class														
6	III. WHILE-LISTENING * Set the scene * Task 1: Pictures Ordering 1.a 2.e 3.b 4.c 5.f 6.d	-Ask Ss to work in pairs and study the pictures carefully	-Pair work														
7	* Task 2: Gap-filling 1. was just a few 2. to pay a visit 3. at the school gate 4. a short tour 5. playing some more	-Ask Ss to listen to the tape again and fill in the blanks with exact words they hear	-Individual work														

7	Task 3: Answering Questions 1. The weather was very nice. 2. Yes, it was 3. The garden was beautiful 4. They slept soundly because it was so peaceful and quiet in the garden 5. They took pictures, played games, talked, sang and danced...	-Play the tape again & ask Ss to answer the questions independently	-Individual work
8	IV. POST-LISTENING * <i>Group work project</i>	-Ask Ss to work in group of three to four & map out the plan for the picnic this weekend	-Group work
2	V. HOMEWORK Rewrite Students' plan for the picnic	-Do at home	

Date:
Period: 33

UNIT 6: AN EXCURSION
Section D: Writing

Aim: By the end of the lesson, Ss will be able to write a confirmation letter responding to a request and an invitation.

Teaching aids: Textbook, whiteboard maker, ...

Procedure:

<i>T</i>	<i>Stages & Content</i>	<i>T's activities</i>	<i>Ss' activities</i>
3	I. WARM UP: Introduction Confirmation letter	-Show a letter -Ask Ss: What is it? . Tell me some kinds of letter	-Answer .It is a letter -friendly, love, invitation, confirmation
10	II. PRE- WRITING * Vocabulary - confirmation (n) - to pick some one up - to be convenient for - let some one have an early reply - as soon as possible * Task 1 - Read two letters - Find the requests . Can you... . Let me, know... - Find the confirmation . I will.. . I am going to...	-Translation -Explanation -Get Ss to repeat -Get Ss to copy -Ask Ss to find the requests and the confirmation	-Listen -Repeat -Copy -Work in pair -Answer
15	III. WHILE-WRITING * Task 2 - Write confirmation letters about: . Helping Lan buy something for her birthday party . Lending Minh the book with a suggested time	- Walk around to help	-Work in groups -Writing

15	IV. POST WRITING * <i>Correction</i>	-Ask one group to write on the board	-Write on the board -Copy
2	V. HOMEWORK: Exercise D (page 40 Exercise Book)		

Date:
Period: 34

UNIT 6: AN EXCURSION
Section E: Language Focus

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

- pronounce the sounds / / and / / correctly
- distinguish the present progressive (with a future meaning) and be going to and use them appropriately

Teaching aids: Textbook, whiteboard makers...

Procedure:

<i>T</i>	<i>Stages & Content</i>	<i>T's activities</i>	<i>Ss' activities</i>												
10	<p>I. WARM UP: Find someone who</p> <table border="1" style="width: 100%;"> <tr> <th style="width: 80%;">Are you going to...</th> <th style="width: 20%;">Name</th> </tr> <tr> <td>take an English class in the evening?</td> <td></td> </tr> <tr> <td>spend summer holiday on the beach?</td> <td></td> </tr> <tr> <td>watch the game show <i>Who wants to be millionaire on VTV3</i> ?</td> <td></td> </tr> <tr> <td>go to the cinema ?</td> <td></td> </tr> <tr> <td>...</td> <td></td> </tr> </table>	Are you going to...	Name	take an English class in the evening?		spend summer holiday on the beach?		watch the game show <i>Who wants to be millionaire on VTV3</i> ?		go to the cinema ?		...		-Prepare a two-column table with Yes? No questions and Name	-Whole class
Are you going to...	Name														
take an English class in the evening?															
spend summer holiday on the beach?															
watch the game show <i>Who wants to be millionaire on VTV3</i> ?															
go to the cinema ?															
...															
5	<p>II. PRONUNCIATION:</p> <p>* Presentation 1</p> <p>/ / first pronounce the sound / / then put your tongue forward and up a little / / is a long sound</p> <p>/ / first pronounce the sound / / but make is short / / is a short sound</p>	-Demonstrate the sounds / / & / / by pronouncing them clearly and slowly -Help Ss to distinguish these two sounds -Instruct the way to pronounce	-Whole class												
5	<p>* practice 1</p>	-Play the tape & ask them to repeat -Ask Ss to work in pairs & practice the sentences	-Pair work												
5	<p>III. GRAMMAR & VOC:</p> <p>* Presentation 2</p>		-Whole class												
5	<p>* Practice 2</p> <p>1. are you doing 2. is getting married</p> <p>3. Are you going to 4. am going to be</p>	-Explain Future forms	-Individual & Pair work												

5	<p>5. is going to</p> <p>* Practice 3</p> <p>1. are going 2. are having</p> <p>3. is going to catch 4. are you putting</p> <p>5 .is not going to give</p>		-Individual work
5	<p>* Practice 4</p> <p>1. Are you going to see it?</p> <p>-I'm doing my homework</p> <p>2. We are visiting our grandparents</p> <p>3. What's he going to do with it (the money)?</p> <p>-He's going to buy a new motorbike</p> <p>4. It's going to clean them.</p>	<p>-Ask Ss to do exercise 2: Choose the correct option in bracket</p> <p>-Have Ss to compare and discuss the answers with a friend</p> <p>-Ask Ss to do exercise 3 in pairs: Complete the exchanges, using the present progressive or be going to</p> <p>-Call on some pairs to act out the exchanges in front of the class.</p>	-Pair work
IV. HOMEWORK			

Date:

TEST YOURSELF B

Period: 35

I/ LISTENING

	Reading	Oxford
Location	1. 50 miles to the west of London	6. in central England
Population	2. 120,000 people	7. 90,000 people
Noted for	3. market town 4. biscuit factory 5. computer industry	8. university 9. car factory 10. Cowley Road

II/ READING

1. F (Teachers give too much homework.)
2. F (They say that it is unnecessary for children to do work at home in their free time.)
3. T
4. F (Students have to repeat tasks which they have already done at school.)
5. T

III/ GRAMMAR

1. out by scientists
2. opportunities for other
3. there is
4. which attempts
5. all the
6. organizing the
7. inventions a / per / every
8. developed by
9. it is
10. it be wanted

IV/ WRITING

Do at home

Date:

TEST 45'

Period: 36

I. LISTENING: Listen to the passage and choose the correct answer. (2,5 points)

1. Pham Thu Thuy enjoys herjob.
A. teaching B. learning C. English
2. Her class isfrom other classes
A. disabled B. poor C. different
3. The children, who are learning how to read and write.
A. 15 B. 25 C. 35
4. Some are, some and others mentally retarded.
A. left - pump B. read – write C. deaf – dumb
5. Most of thecome from large and poor families.
A. chickens B. children C. students

II. READING: Read the passage and do the task that follows. (2,5 points)

Minh's class decided to pay a visit to the Botanic Garden last week. It was a glorious Sunday. They assembled at the school gate on time and travelled to the Botanic Garden by bus. It was a long way to their destination and they sang merrily all the way.

The Botanic Garden was a very beautiful place. They made a short tour round the garden and took some pictures of the whole class. Then they played a lot of games on a spacious piece of grassland. One of the boys brought along his guitar and they sang their love songs. They laughed, talked and danced, too. After a delicious meal, they took a rest.

In the afternoon, they went on playing some more games. Then they packed up the left-overs and started home. They all felt happy.

** Decide whether these statements are True <T> or False <F>*

- _____ 1. The Botanic Garden was not very beautiful.
- _____ 2. They met together at the school gate on time.
- _____ 3. They went for a picnic by bicycle.
- _____ 4. Their destination was not far from their school.
- _____ 5. They talked, danced, took some photographs and played a lot of games in the garden.

III. GRAMMAR: Choose the best answer among A, B, C or D (2,5 points)

- 1 Her farther used to abroad for his business .
A. traveling B. travelled C. travel D. is travelling
2. A new hospital for childrenin our city.
A. has been built B. is building C. has built D. builds
3. The Browns to the cinema this evening.

- A. goes B. went C. are going D. go
4. The children.....their parents for a long time.
 A. didn't see B. don't see C. haven't see D. haven't seen
5. A teacher is a persongives lessons to students.
 A. which B. who C. he D. whose

IV. WRITING: Arrange these words or phrases to make a complete letter. (2,5 points)

Dear Lan,

1. My class / to have / is going / Ao Vua / at / a picnic / this weekend.
 →.....
2. This / first / I / time / go / the / is / for / a picnic.
 →.....
3. Can / go shopping / you/ the trip / for / things / with me / to buy?
 →.....
4. I / at / pick / you up / tomorrow / 2:00 p.m / will.
 →.....
5. Is / time / convenient / you / the / for?
 →.....

Please let me know as soon as possible.

Yours
 Mai

Date:

CORRECTION OF TEST 45'

Period: 37

I. LISTENING: Tapescript Unit 6 - A. Reading page.....

1. A. teaching 2. C. different 3. A . 15 4. C. deaf – dumb 5. B. children

II. READING: Read the passage and do the task follow. (2,5 points)

** Decide whether these statements are True <T> or False <F>*

1. F 2. T 3. F 4. F 5. T

III. GRAMMAR: Choose the best answer A, B, C or D (2,5 points)

1. C 2.A. has been built 3. C. are going 4. D. haven't seen 5. B. who

IV. WRITING: (2,5 points)

Dear Lan,

1. My class is going to have a picnic at Ao Vua this weekend.
2. This is the first time I go for a picnic.
3. Can you go shopping with me to buy the things for the trips?
4. I will pick you up at 2:00 p.m tomorrow.
5. Is the time convenient for you?

Please let me know as soon as possible.

Yours

Mai

Date:
 Period: 38

UNIT 7: THE MASS MEDIA
Section A: Reading

Aim: By the end of the lesson, Ss will:

- be updated with names of some popular TV programmes such as Quiz Show, Portrait of life...
- be able to talk about their favourite programmes.

Teaching aids: Textbook, whiteboard makers...

Procedure:

<i>T</i>	<i>Stages & Content</i>	<i>T's activities</i>	<i>Ss's activities</i>
5	I. WARM UP: <i>Magic Hat</i> T E L E V I S I O N	-Give instruction to play	-Guess each letter (individually)
10	II. PRE-READING: When do you often watch TV? How many channels are there in our national TV? How many hours per week do you watch TV? * Pre-teach Vocabulary: - Population and Development: Dsố & Pt - TV Series: Phim truyền hình dài tập - Folk songs: Dân ca nhạc cổ - News headlines: Điểm tin chính - Weather Forecast: Dự báo thời tiết - Quiz Show: Trò chơi truyền hình - Portrait of Life: Chân dung cuộc sống - Documentary: Phim tài liệu - Wildlife World: TGTN hoang dã - Around the World: Vòng quanh TG	-Have Ss to work in pairs: Ask & answer the following questions	-Whole class
6	III. WHILE-READING: * Task 1: Matching 1.c 2.a 3.d 4.b	-Ask Ss to read three TV programme schedules & do Task 1 -Match the words -Have Ss compare and discuss their answers with a friend -Tell Ss to read the	- Individual work

7	<p>* Task 2: True or False</p> <p>1. T 2. T 3. F (The Nature of Language is the documentary programme at 15:15 on VTV3) 4. T 5. F (VTV1 at 5:35 & the last programme starts at 23:30)</p>	<p>programmes carefully & decide whether the statements are T or F. Correct the false information</p> <p>-Ask Ss to explain their answers by answers by giving evidence in the reading passage</p>	<p>- Individual work</p> <p>-Pair work</p>
7	<p>* Task 3: Answering Questions</p> <p>1. Five films are on 2. AT 9:00 a.m , 12:00, 7:00 p.m, on VTV1 and 7:00 p.m, on VTV3 3. VTV2 4. The Quiz Show 5.(You should watch) VTV1 6. Football</p>	<p>-Ask Ss to work in pair & answer the questions in the book basing on the reading passage</p>	
7	<p>IV. POST-READING</p> <p>Interview and retell.</p> <p>Suggested questions:</p> <p>-To you, what are popular programmes? -Which programmes do you often watch? -Which one do you like best? What makes you interested in that programme?</p>	<p>-Supply on board</p> <p>-Remark</p>	<p>-Answer and interview their friends</p>
2	<p>V. HOMEWORK:</p> <p>Writing: Tell your classmates about your favourite programmes.</p>		

Date:
 Period: 39

UNIT 7: THE MASS MEDIA
Section B: Speaking

Aim: By the end of the lesson, Ss will to talk about the differences and similarities of some popular types of the mass media

Teaching aids: Textbook, whiteboard makers...

Procedure:

<i>T</i>	<i>Stages & Content</i>			<i>T's activities</i>	<i>Ss' activities</i>
10	I. WARM UP <i>Noughts and Crosses</i>			-Ask Ss to choose the word in the call and make a sentence with that word	-Group work
	newspaper	internet	cartoon		
	magazine	television	news		
	radio	book	drama		
	* Vocabulary pre-teach - orally (adv) : spoken by mouth - visually (adv): seen by eyes - aurally (adv): heard by ears *Checking technique				
5	II. PRE-SPEAKING * Task 1: Television Radio Newspaper The Internet			-Ask Ss to work in pairs & decide which items are types of the mass media	-Pair work
15	III. WHILE-SPEAKING * Set the scene: * Task 2:				
	The mass media	Provide/deliver information and entertainment		-Ask Ss to work in pairs and carry out the activity using the cues in the book	-Group work
	The radio	provide information & entertainment orally (through mouth)			
	Newspapers	present information visually(through eyes) receive information & entertainment orally(through mouth) and visually (through eyes)			

13	Television	<p>present information & entertainment orally(through mouth) and visually (through eyes)</p> <p>get information aurally (through ears) and visually (through eyes)</p>		
2	<p>IV. POST-SPEAKING</p> <p>Which types of the mass media do you usually get information from?</p> <p>Which one do you like most? Why?</p> <p>Which type of the mass media is developing and will develop in the future?</p> <p>V. HOMEWORK</p> <p>Rewrite the conversation Ss have just made in Task 3</p>		<p>-Have Ss work in groups and talk about different types of the mass media</p>	

Date:
Period: 40

UNIT 7: THE MASS MEDIA
Section C: Listening

Aim: By the end of the lesson, Ss will to better their ability to listen to news editions through Gap-filling exercise.

Teaching aids: Textbook, whiteboard makers, cassette...

Procedure:

<i>T</i>	<i>Stages & Contents</i>	<i>T's activities</i>	<i>Ss' activities</i>
7	I. WARM UP: <i>Guessing game</i> 1. It is one of the radio programmes. 2. It broadcasts daily and lively from radio station. 3. It updates you with the latest information, current affairs domestically & internationally.	-Provide three clues about the word News / News Broadcast. Ss have to guess the word.	-Group work
5	II. PRE-LISTENING *<i>Question and Answer</i> 1. How often do you listen to the radio? 2. How many hours per week do you listen to it? 3. What programme do you like listening to & why?	-Ask Ss to work in pairs ask & answer the questions.	-Pair work
7	III. WHILE-LISTENING * <i>Task 1: Ticking the words</i>	-Ask Ss to do Task 1	-Individual work
10	* <i>Task 2: Gap-filling</i>	-Let Ss read the 2 news stories. Ask Ss to fill in the missing words	-Individual work
8	* <i>Task 3: Answering Questions</i>	-Ask Ss to work in pairs and answer the questions in the book	-Pair work
5	IV. POST-LISTENING:	-Ask Ss to work in group and use their own words to tell other members about one of the two news stories.	-Group work
3	V. HOMEWORK Rewrite the latest news into a short passage.		

Date:
Period: 41

UNIT 7: THE MASS MEDIA
Section D: Writing

Aim: By the end of the lesson, Ss will to write a paragraph about advantages and disadvantages of other types of mass media.

Teaching aids: Textbook, whiteboard makers, ...

Procedure:

<i>T</i>	<i>Stages & Content</i>	<i>T's activities</i>	<i>Ss' activities</i>
3	<p>I. WARM UP: <i>Brainstorming</i></p> <p>Mass media</p> <p>-television, radio, newspaper, the internet</p>	-Get Ss to write the mass media they know	-Go to the board to write
10	<p>II. PRE-WRITING</p> <p>* <i>Introduction</i></p> <p>* <i>Vocabulary</i></p> <p>- memorable (adj)</p> <p>- interfere (v)</p> <p>- entertain (v)</p> <p>- violent (adj)</p> <p>* <i>Structures</i></p> <p>* <i>Task 1:</i> Read about the advantages and disadvantages of television</p> <p>* <i>Task 2:</i> discuss the advantages and disadvantages of the mass media, and write them down in the columns below.</p>	<p>-Translation</p> <p>-Explanation</p> <p>-Picture</p> <p>-Example</p>	-Whole class
20	<p>III. WHILE-WRITING</p> <p>* <i>Task 3:</i> Write a paragraph about the advantages of computer</p>	-Get Ss to read the advantages and disadvantages of TV	-whole class
10	<p>IV. POST-WRITING</p> <p>Correcting</p>	-Gets Ss to fill in the table and write sentences	-Pair work
2	<p>V. HOMEWORK</p> <p>Prepare the section E: Language Focus</p>	-Asks Ss to write a paragraph on board	-Do it -Copy down
		-Correct	

Date:
 Period: 42

UNIT 7: THE MASS MEDIA
Section E: Language Focus

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

- pronounce the sounds / eɪ/, /aɪ/ and / i/ clearly and correctly
- master the use of the present perfect tense and use *because of* and *in spite of* appropriately.

Teaching aids: Textbook, whiteboard maker, ...

Procedure:

<i>T</i>	<i>Stages & Content</i>	<i>T's activities</i>	<i>Ss' activities</i>								
3	I. WARM UP: <i>Pelmanism</i> Do Meet Be Have Take Had Done Taken Been Met	-Give instructions	-Play the game								
10	II. PRONOUNCIATION * <i>Matching A with B</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">A</th> <th style="width: 50%;">B</th> </tr> </thead> <tbody> <tr> <td>1. / eɪ/</td> <td>a. choice</td> </tr> <tr> <td>2. /aɪ/</td> <td>b. late</td> </tr> <tr> <td>3. / I/</td> <td>c. like</td> </tr> </tbody> </table> Keys: 1.b 2.c 3.a * <i>Task 1</i> * <i>Task 2</i>	A	B	1. / eɪ/	a. choice	2. /aɪ/	b. late	3. / I/	c. like	-Ask -Read and check -Model -Explain -Read word by word. -Ask Ss to chorally and individually -Model -Read -Ask Ss to work in pair	-Match -Listen and repeat -Listen and repeat -Listen -Repeat -Listen and distinguish -Repeat -Pair work
A	B										
1. / eɪ/	a. choice										
2. /aɪ/	b. late										
3. / I/	c. like										
10	III. GRAMMAR & VOC * <i>Exercise 1:</i> Complete the letter, using the present perfect of the verbs in the box	-Asking Ss to say the form of the tense	-Working in pair								
10	* <i>Exercise 2:</i> Complete the following sentences using for, since or ago	-Getting Ss to do -Running through Reviewing the structure	-Taking notes -Working in pair								
10	* <i>Exercise:</i> Complete the following	-Running through									

2	sentences, using the information in the box IV. HOMEWORK - Do more exercises in the book	-Correcting	
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Date:

UNIT 8: THE STORY OF MY VILLAGE

Period: 43

Section A: Reading

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

- better their reading skill through vocabulary Matching and Table completion exercises.
- Enlarge vocabulary about country life such as bumper crops, cash crops, brick houses, straw, mud...

Teaching aids: Textbook, whiteboard makers...

Procedure:

<i>T</i>	<i>Stages & Content</i>	<i>T's activities</i>	<i>Ss' activities</i>
7	I. WARM UP: Brainstorming Country	-Ask Ss work in groups of three or four & make a list of words related to the country	-Group work
10	II. PRE-READING * Picture description * Vocabulary pre-teach - straw (n) : rơm - mud (n) : bùn - technical high school (n) : trường trung học kỹ thuật dạy nghề - farming methods(n):phương pháp canh tác - brick houses (n): nhà ngói - thanks to (prep): nhờ có * Checking technique: Rub out remember	-Have Ss work in pairs & discuss the questions in the book.	-Pair work
6	III. WHILE-READING * Set the scene * Task 1: Vocabulary Matching 1. b 2.d 3. a 4.e 5. c	-Ask Ss to read the passage and match the words - Ask Ss to scan the passage to get specific information to complete the table	-Individual work
6	* Task 2: Table Completion	-Ask Ss to work in pairs	-Individual work
6	*Task 3: Answering Questions		-Pair work

8	<p>IV. POST-READING</p> <p><i>* Discussion</i></p> <p>How can people with an education help make the life of their community better?</p>	<p>-Ask Ss to work in groups and discuss the question</p>	<p>-Group work</p>
2	<p>V. HOMEWORK</p> <p>Complete the lesson</p>		

Date:
Period: 44

UNIT 8: THE STORY OF MY VILLAGE
Section B: Speaking

Aim: By the end of the lesson, Ss will be able to talk about plans to improve life of a village and their possible results.

Teaching aids: Textbook, whiteboard makers...

Procedure:

<i>T</i>	<i>Stages & Contents</i>	<i>T's activities</i>	<i>Ss' activities</i>																																								
3 1 0	<p>I. WARM UP: *<i>Task 1</i> Which of the following are the types of the mass media? Put a stick next to the words.</p> <p>II. PRE-SPEAKING: * <i>Vocabulary</i> - orally (adv) - aurally (adv) - visually (adv) - feature (n) - present (n) (a) * <i>Checking:</i> R&R * <i>Structure:</i> WH-question</p>	<p>-Ask Ss to put a stick</p> <p>-Pronounce new words & ask Ss to repeat</p> <p>-Ask Ss to write down new words</p> <p>-Ask Ss to look at the table & give a cross</p> <p>-Check & give the keys</p> <p>-Ask Ss to tell about the mass media</p>	<p>Work in pairs</p> <p>-Listen and repeat</p> <p>-Copy</p> <p>-Look at the table & do the task</p> <p>-Copy</p> <p>-Practice</p>																																								
2 0	<p>III. WHILE-SPEAKING: * <i>Task 2</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>T V</th> <th>Radio</th> <th>Books</th> <th>Interne t</th> </tr> </thead> <tbody> <tr> <td>1. Provide information & entertainment orally</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. receive information & entertainment visually</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. receive information aurally</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4. receive information visually</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5. present</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6. get</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>7. provide/deliver...</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		T V	Radio	Books	Interne t	1. Provide information & entertainment orally					2. receive information & entertainment visually					3. receive information aurally					4. receive information visually					5. present					6. get					7. provide/deliver...					<p>-Gives questions</p>	<p>-Pair work</p>
	T V	Radio	Books	Interne t																																							
1. Provide information & entertainment orally																																											
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5. present																																											
6. get																																											
7. provide/deliver...																																											

Date:

UNIT 8: THE STORY OF MY VILLAGE

Period: 45

Section C: Listening

Aim: By the end of the lesson, Ss will be able to better their ability to listen to news editions through Gap-filling exercise.

Teaching aids: Textbook, whiteboard maker, cassette,...

Procedure:

<i>T</i>	<i>Stages & Content</i>	<i>T's activities</i>	<i>Ss' activities</i>
3	I. WARM UP: <i>Question & Answer</i> -What is it? -What is it used for? -How often do you listen to radio?	-Shows picture of a radio -Ask questions -Leads to the topic	-Look at the picture -Answer the question
7	II. PRE-LISTENING: * <i>Vocabulary:</i> -flood (n) -climb (n) -north-west (n) -Mount Whitney(n)	-Explanation -Picture -Antonym -Translation	
23	III. WHILE-LISTENING: *<i>Task 1: Ticking the words</i> *<i>Task 2: Gap-filling</i> *<i>Task 3: Answering Questions</i>	-Ask Ss to do the Task 1 -Let Ss read the 2 new stories carefully & have the guess of the missing words -Ask Ss to work in pairs and answer the questions in the book	- Individual work -Individual work -Pair work
10	IV. POST-LISTENING: Choose one of the new a stories and tell your classmates about it	-Ask Ss to work in groups & tell a new story	-Group work
2	V. HOMEWORK: Prepare selection D Writing		

Date:

UNIT 8: THE STORY OF MY VILLAGE

Period: 46

Section D: Writing

Aim: By the end of the lesson, Ss will be able to write a paragraph about advantages and disadvantages of television and other types of mass media.

Teaching aids: Textbook, whiteboard maker,...

Procedure:

<i>T</i>	<i>Stages & Content</i>	<i>T's activities</i>	<i>Ss' activities</i>
3	I. WARM UP: <i>Chatting</i> -Where do you live?/ Where's your house? I live... -Is it near a.../ far from...? Yes/No... -Can you tell me how to get to...?	-Ask	-Answer
10	II. PRE-WRITING: *Pre-teach vocabulary - come (get) out of - keep walking - go over - walk part - take the first/the second - turning on the left - It's the one with * Checking: ROR	-Elicit -Model -Get Ss to repeat	-Listen -Repeat -Copy
8	III. WHILE-WRITING: *Task 1: Read the letter. Underline the words & phrases you can use to give direction -come out of -turn right# turn left -keep walking -keep on -get over -walk past Read the letter and look at the map. Find Ann's house on the map.	-Ask Ss to read the letter -Write the words or phrases on the board	-Read -Do as directed
12	* Task 2: Write a letter to Jim, telling him the way to your house from Roston Railway Station (your house is A on the map)	-Give situation	-Listen -Pair work
10	IV. POST-WRITING: Correcting	-Ask Ss to swap their papers & correct them -Observe	-Swap papers and correct in pairs

2	V. HOMEWORK: Write a letter to your friend telling her /him the way to your house from school.	-Write mistakes (spelling structure) on the board	
---	--	---	--

Date:

UNIT 8: THE STORY OF MY VILLAGE

Period: 47

Section E: Language Focus

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

- pronounce the sound /au/ and / u/ clearly and correctly.
- transform direct speed into reported speed following correct rules.
- say the difference between when and if in conditional sentence type 1 and do related exercises.

Teaching aids: Textbook, whiteboard maker,...

Procedure:

<i>T</i>	<i>Stages & Content</i>	<i>T's activities</i>	<i>Ss' activities</i>
3	WARM UP: Clap the board now , toast, louse, stone, so	-Ask Ss to go to the board	-Listen to the T and clap on the right word
	TASK 1		
	1. Pronunciation	-Read loudly twice	-Listen -Repeat
10	2. Models	-Give some example	-Look at the board -Repeat
15	3. Exercises/ 89	-Read	-Practise in pair
	TASK 2 Grammar: Report speech statements	-Ask Ss to open their books	
	1. Model: She said: "I'm happy today" →	-Write the example	-Think the sentence
	2. Form: Direct S+ said..."S +V..." Indirect S +said/told+ O(that)S +V (change tense)	-Give the form	-Remember the rules of changing into R.S
15	3. Practice: The exercises/89	-Ask Ss to practise in pair	-Work in pair
	a. Exercise 1	-Ask Ss to complete	-Do the exercises
	b. Exercise 2	-Review the first conditional	-Remember the grammar
	c. Exercise 3	-Ask Ss to work in individual	-Work individually
	d. Exercise 4		
2	V. HOMEWORK: Write the answer of Exercises of Language focus	-Ask Ss to write the answer	-Do the homework

Date:

TEST YOURSELF C

Period: 48

I. LISTENING

- A. 1. F 2. F 3. T 4. F 5. T
B. 1. aren't 2. evening 3. cinema 4. theatres

II. READING

1. Because people can sit comfortably at home, watching. They don't have to go out and pay for expensive seats at the theatre or in the cinema.
2. They can see plays and films of every kind, exciting football matches, current events, the latest developments in science and politics, etc.
3. Because he has everything presented to him while he needs to do nothing.
4. TV will dominate our lives, and we won't have time to talk to each other and do other things.
5. TV in itself is neither good nor bad. It is as good or as bad as we make it.

III. GRAMMAR

1. have been; haven't had 2. haven't given; have paid
2. said 4. had taken
5. thought; would come 6. told got

IV. WRITING

When you come out of the bus station, turn right, and walk along King Street until you reach the traffic lights. Turn left at the traffic lights into Redham Road. Go straight along the road. The restaurant is on the left, after Beach Parade. It's quite easy to find.

<p>At about six or six thirty we have dinner. Either my sister or I cook it. The meal is simpler than the mid-day meal. We eat fruit or rice, and sometimes we have bread and tea. Then in the evening, I do my homework and go to bed at about ten.</p> <p>☞ Task 2. Answer the following questions.</p> <ol style="list-style-type: none"> 1. What is the first thing the girl does when she gets up? 2. Do members of her family eat bread with butter and rice for breakfast? 3. Twelve o'clock can be called mid-day. What other word does the girl use to mean the same thing? 4. What is her second best subject at school? 5. Why is dinner described as <i>simpler</i> than lunch? <p>☞ Task 3. Make a brief note about the girl's daily routines.</p>	<p>-gets Ss to read the text and answer the questions.</p>	<p>4. Her second best subject at school is Maths.</p> <p>5. Because they only eat fruit or rice and sometimes they have bread and tea.</p>																							
<table border="1"> <tr> <td rowspan="5">In the morning</td> <td>6:00</td> <td><i>Get up</i></td> </tr> <tr> <td>7:15</td> <td><i>Eat breakfast</i></td> </tr> <tr> <td>7:45</td> <td><i>School begins</i></td> </tr> <tr> <td>8:00-1:00</td> <td><i>Have 7 periods</i></td> </tr> <tr> <td>10:00</td> <td><i>Have a chance to eat an orange and some peanuts</i></td> </tr> <tr> <td rowspan="3">In the afternoon</td> <td>1:00</td> <td><i>Clean up their room and close the school</i></td> </tr> <tr> <td>After lunch</td> <td><i>Sleep for half an hour</i></td> </tr> <tr> <td>In the afternoon</td> <td><i>Play netball</i></td> </tr> <tr> <td rowspan="2">In the evening</td> <td>6:00 (6:30)</td> <td><i>Have dinner</i></td> </tr> <tr> <td>10:00</td> <td><i>Go to bed</i></td> </tr> </table>	In the morning	6:00	<i>Get up</i>	7:15	<i>Eat breakfast</i>	7:45	<i>School begins</i>	8:00-1:00	<i>Have 7 periods</i>	10:00	<i>Have a chance to eat an orange and some peanuts</i>	In the afternoon	1:00	<i>Clean up their room and close the school</i>	After lunch	<i>Sleep for half an hour</i>	In the afternoon	<i>Play netball</i>	In the evening	6:00 (6:30)	<i>Have dinner</i>	10:00	<i>Go to bed</i>	<p>-has Ss to fill in the table.</p>	<p>-fill the suitable information in the table.</p>
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<p>☞ Task 4. <i>Work in groups.</i> Talk about your father's (mother's/brother's/sister's) daily routines.</p>	<p>-asks Ss to work in groups</p>	<p>-groupwork.</p>																							

Date:
Period: 50

REVISION
Section: Reading

Aim: By the end of the lesson, Students will be able to read the text about color television and papermaking.

Teaching aids: lesson plan, handouts, pictures.

Procedure:

<i>T</i>	<i>Stages and contents</i>	<i>T's activities</i>	<i>Ss' activities</i>																						
	<p>☛ Task 1. <i>Work in pairs.</i> Put the dialogue in the correct order.</p> <table border="1" data-bbox="240 590 987 1098"> <tr> <td>1. _____</td> <td>A. Oh, I see. And I have a question for you.</td> </tr> <tr> <td>2. _____</td> <td>Do you know when the color television was invented?</td> </tr> <tr> <td>3. _____</td> <td></td> </tr> <tr> <td>4. _____</td> <td>B. It was invented by Peter Carl Goldmark.</td> </tr> <tr> <td>5. _____</td> <td>C. He was American.</td> </tr> <tr> <td>6. _____</td> <td>D. Your color television looks very nice. Is it new?</td> </tr> <tr> <td>7. _____</td> <td>E. What's his nationality?</td> </tr> <tr> <td>8. _____</td> <td>F. I know this question. In 1950, wasn't it?</td> </tr> <tr> <td>9. _____</td> <td>G. Yes. My father has just bought it.</td> </tr> <tr> <td></td> <td>H. I'm sorry I don't know.</td> </tr> <tr> <td></td> <td>I. You're right. And who invented it?</td> </tr> </table> <p>☛ Task 2. Read the following passage and answer the questions below.</p> <p>Paper was invented by the Chinese in the first century A.D. The art of papermaking took 700 years to reach the Muslim world and another 700 years to get to Britain (via Spain, Southern France and Germany).</p> <p>Most paper is made from wood. When the trees are cut down, they are carried by land or water to paper mills. Here they are cut up and the wood is broken up into fibers, mixed with water and chemicals. This wood pulp is then dried up on a machine and made into paper.</p> <p>Papermaking is an important British industry, and paper from Britain is exported to South Africa, Australia and many other countries. Some of the wood used in British papermaking industry comes from trees grown in Britain, but wood is also imported from other countries such as Norway. One tree is needed for every 400 copies of a forty-page newspaper. If half of</p>	1. _____	A. Oh, I see. And I have a question for you.	2. _____	Do you know when the color television was invented?	3. _____		4. _____	B. It was invented by Peter Carl Goldmark.	5. _____	C. He was American.	6. _____	D. Your color television looks very nice. Is it new?	7. _____	E. What's his nationality?	8. _____	F. I know this question. In 1950, wasn't it?	9. _____	G. Yes. My father has just bought it.		H. I'm sorry I don't know.		I. You're right. And who invented it?	<p>-gets Ss to put the dialogue on the right order.</p>	<p>1. D 2. G 3. A 4. F 5. I 6. H 7. B 8. E 9. C</p> <p><i>Key:</i></p> <p>1. It was invented by the Chinese. 2. Paper is made from wood. 3. It is exported to South Africa, Australia and many other countries.</p>
1. _____	A. Oh, I see. And I have a question for you.																								
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<p>the adults in Britain buy one daily newspaper, this uses up over 40,000 trees a day. Trees are cut down faster than they can be replaced, so there may be a paper shortage before the year 2020.</p> <ol style="list-style-type: none"> 1. Who was paper invented by? 2. What is paper made from? 3. Where is paper from Britain exported to? 4. How many trees are cut down a day if half the British adults each day buy one daily paper? 5. Why may there be a shortage of paper before the year 2020? <p>☛ Task 3. <i>Work in groups.</i> Discuss on one of the following topics.</p> <ul style="list-style-type: none"> * How can television help our life? * How can paper help our life? 	<p>-asks Ss to read the passage and answer the questions.</p> <p>-gets Ss to discuss in groups.</p>	<ol style="list-style-type: none"> 4. There are over 40.000 trees cut down. 5. Because trees are cut down faster than they can be replaced. <p>-groupwork.</p>
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Date:
Period: 51 & 52

REVISION
Section: Grammar

<i>T</i>	<i>Stages and Content</i>	<i>T's activities</i>	<i>Ss' activities</i>
	<p>1. The children enjoy _____ with their friends through computers. A. to chat B. chat C. chatting D. chatted</p> <p>2. Her father used to _____ abroad for his business. A. travelling B. travelled C. travel D. is travelling</p> <p>3. The kids _____ that show before. A. didn't see B. don't see C. aren't seeing D. haven't seen</p> <p>4. How often _____ you _____ sports? - Twice a week. A. did-play B. have-waited C. do-play D. did-played</p> <p>5. How long _____ you _____ for me? - For an hour. A. did-waited B. do-wait C. have-waited D. have-wait</p> <p>6. Since the worldwide recession of the 1990's, the sale of jeans _____ growing. A. stopped B. was stopped C. was stopping D. has stopped</p> <p>7. In some countries, _____ uniforms is compulsory in schools. A. wear B. to wear C. wearing D. wore</p> <p>8. Vietnamese women _____ very proud of their "ao dai". A. are B. were C. had been D. have been</p> <p>9. Vietnamese women can continue _____ the unique and fashionable "ao dai". A. to wear B. wear C. wore D. wearing</p> <p>10. Ba said he _____ some good marks last semester. A. gets B. got C. getting D. have got</p> <p>11. They asked me how many children _____ . A. I had B. had I C. I have D. have I</p> <p>12. Thu said she had been _____ the day before. A. here B. there C. in this place D. where</p> <p>13. You should practice _____ English to talk to your foreign friends. A. to speak B. speak C. spoke D. speaking</p> <p>14. My friends practice _____ to the radio every</p>	<p>-delivers handouts to Ss.</p>	<p>-do the exercises.</p> <p>1. C. chatting 2. C. travel 3. D. haven't seen 4. C. do-play 5. C. have-waited 6. D. has stopped 7. C. wearing 8. A. are 9. D. wearing 10. B. got 11. A. I had 12. B. there 13. D. speaking 14. A. listening</p>

<p>day. A. listening B. are listening C. listen D. to listen</p> <p>15. _____ television is also a means of learning English. A. Watch B. Watching C. To watch D. Watched</p> <p>16. You should _____ a lot of grammar exercises if you want to improve your writing. A. did B. doing C. done D. do</p> <p>17. Chinese is a difficult language _____ . A. to learn B. to be learnt C. to be learning D. to learning</p> <p>18. The student said that the English test _____ the most difficult. A. is B. was C. will be D. have been</p> <p>19. They told their parents that they _____ their best to do the test. A. try B. will try C. are trying D. would try</p> <p>20. Don't forget _____ your dictionary with you to class. A. to bring B. bring C. bringing D. to bringing</p> <p>21. Her classmates started _____ when she won the race. A. to shout B. shouting C. shout D. shouted</p> <p>22. You should remember _____ your warm clothes when it's cold. A. to wear B. wearing C. wear D. are wearing</p> <p>23. The students stopped _____ when the teacher entered the classroom. A. to talk B. talk C. talked D. talking</p> <p>24. There is more population in the city _____ there is more traffic in the streets. A. and B. because C. but D. although</p> <p>25. The kids didn't go to the movie last night _____ it rained so heavily. A. and B. but C. because D. although</p> <p>26. _____ it's rainy, I walk home with my umbrella. A. When B. But C. Because D. Though</p> <p>27. Lan suggested _____ to the zoo at weekend. A. goes B. went C. going D. to go</p> <p>28. This movie is not interesting. How about _____ to the concert? A. to go B. going C. go D. went</p> <p>29. You should _____ more books on UFO if you want to know about life on other planets. A. reading B. read C. to read D. have</p>	<p>-gets Ss to do the exercises.</p>	<p>15.B. watching 16. D. do 17. A. to learn 18. B. was 19.D.would try 20. A. to bring 21. B. shouting 22. A. to wear 23. D. talking 24. A. and 25. C. because 26. D. Though 27. C. going 28. B. going 29. B. read 30. A. will see 31. C. came</p>
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<p>read</p> <p>30. They _____ their friend at the airport tomorrow. A. will see B. have seen C. saw D. see</p> <p>31. What were you doing when he _____? A. comes B. to come C. came D. coming</p> <p>32. There used _____ a movie theater here, but it closed a long time ago. A. be B. to be C. being D. have been</p> <p>33. I _____ English here since I graduated from university. A. teach B. taught C. have taught D. am teaching</p> <p>34. He used to _____ full time, but now he is a part time worker. A. work B. working C. worked D. is working</p> <p>35. Let's _____ somewhere for a drink! A. go B. to go C. going D. went</p> <p>36. She said that she _____ learning English with you. A. like B. to like C. likes D. had liked</p> <p>37. She asked me where I _____ from. A. come B. coming C. to come D. came</p> <p>38. She _____ me whether I liked classical music or not. A. ask B. asks C. asked D. asking</p> <p>39. He asked me who the editor of that book _____ A. was B. were C. is D. has been</p> <p>40. He wants to know whether I _____ back tomorrow. A. come B. came C. will come D. would come</p> <p>41. I wonder why he _____ love his family. A. doesn't B. don't C. didn't D. hasn't</p> <p>42. I remember _____ her somewhere. A. see B. seeing C. saw D. to see</p> <p>43. She forgot _____ off the gas before going out. A. turn B. turning C. to turn D. turned</p> <p>44. I suggest _____ money for the poor people in our neighborhood. A. save B. to save C. saving D. saved</p> <p>45. He got wet _____ he forgot his umbrella. A. because of B. because C. but D. and</p> <p>46. We _____ since we left school. A. don't meet B. didn't meet</p>	<p>-gets feedback on the answers.</p>	<p>32. B. to be 33. C. have taught 34. A. work 35. A. go 36. D. had liked 37. D. came 38. C. asked 39. A. was 40. C. will come 41. A. doesn't 42. B. seeing 43. B. turning 44. C. saving 45. B. because 46. D. haven't met 47. C. Don't 48. A. are 49. B. to go 50. B. to take</p> <p>-give the right answers.</p>
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	<p>C. won't meet D. haven't met</p> <p>47. _____ laugh at me.</p> <p>A. Didn't B. Won't C. Don't D. Haven't</p> <p>48. Tidal waves _____ the result of an abrupt shift in the underwater movement of the Earth.</p> <p>A. are B. were C. is D. was</p> <p>49. My parents do not allow me _____, so I had to stay home.</p> <p>A. go B. to go C. going D. gone</p> <p>50. Do you think you will be able _____ a space trip?</p> <p>A. take B. to take C. taking D. taken</p>		
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Date:
Period: 53

REVISION
Section: Writing

Aim: By the end of the lesson, Students will be able to write about people's backgrounds.

Teaching aids: lesson plan, handouts, paper.

Procedure:

<i>T</i>	<i>Stages and contents</i>	<i>T's activities</i>	<i>Ss' activities</i>																		
	<p>☞ Task 1. <i>Work in pairs.</i> Match these people with their relevant information.</p> <table border="1" data-bbox="240 583 1024 1056"> <thead> <tr> <th data-bbox="240 583 500 632">A</th> <th data-bbox="500 583 1024 632">B</th> </tr> </thead> <tbody> <tr> <td data-bbox="240 632 500 680">1. Ho Chi Minh</td> <td data-bbox="500 632 1024 680">a. the world-famous French chemist.</td> </tr> <tr> <td data-bbox="240 680 500 728">2. Washington</td> <td data-bbox="500 680 1024 728">b. the Brazilian football player.</td> </tr> <tr> <td data-bbox="240 728 500 777">3. Louis Pasteur</td> <td data-bbox="500 728 1024 777">c. the President of the USA.</td> </tr> <tr> <td data-bbox="240 777 500 825">4. Shakespeare</td> <td data-bbox="500 777 1024 825">d. the Italian artist.</td> </tr> <tr> <td data-bbox="240 825 500 873">5. Pelé</td> <td data-bbox="500 825 1024 873">e. the general manager of the Microsoft.</td> </tr> <tr> <td data-bbox="240 873 500 953">6. Leonardo de Vinci</td> <td data-bbox="500 873 1024 953">f. the leader of the Vietnamese Communist party.</td> </tr> <tr> <td data-bbox="240 953 500 1001">7. Beethoven</td> <td data-bbox="500 953 1024 1001">g. the German music composer.</td> </tr> <tr> <td data-bbox="240 1001 500 1056">8. Bill Gates</td> <td data-bbox="500 1001 1024 1056">h. the famous English playwright.</td> </tr> </tbody> </table> <p>☞ Task 2. Read Albert Einstein's background and fill the information in the form.</p> <p>Albert Einstein was born on March 14th, 1879 in Ulm, Germany. His interest in science began when he was only five years old.</p> <p>When his family moved to Milan, Italy, Albert decided to study Physics at the Swiss Federal Institute of Technology in Zurich, Switzerland. He passed and entered in 1896. He graduated in 1900. Then he became a private physics and mathematics tutor for two years.</p> <p>In 1902, Einstein took a job in the Swiss Patent Office in Bern. In 1909, Einstein finally left his job at the Patent Office and began his belong career in the academic world. His genius had begun to be recognized, and by 1914 he was at the top of his profession as a member of the Royal Prussian Academy of Science in Berlin. In 1921, he was awarded the Nobel Prize in Physics.</p> <p>In 1933, when Hitler came into power, Einstein moved to the USA. He became a professor at the Institute for Advanced Study and remained there until his death on April 18th, 1955.</p>	A	B	1. Ho Chi Minh	a. the world-famous French chemist.	2. Washington	b. the Brazilian football player.	3. Louis Pasteur	c. the President of the USA.	4. Shakespeare	d. the Italian artist.	5. Pelé	e. the general manager of the Microsoft.	6. Leonardo de Vinci	f. the leader of the Vietnamese Communist party.	7. Beethoven	g. the German music composer.	8. Bill Gates	h. the famous English playwright.	<p>-gets Ss to match the people in column A with the information in column B.</p>	<p>1. f 2. c 3. a 4. h 5. b 6. d 7. g 8. e</p>
A	B																				
1. Ho Chi Minh	a. the world-famous French chemist.																				
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7. Beethoven	g. the German music composer.																				
8. Bill Gates	h. the famous English playwright.																				

<p>Name: <i>Albert Einstein</i> Mr./ Ms</p> <p>Date of birth: <i>March 14th, 1879</i></p> <p>Place of birth: <i>Ulm, Germany</i></p> <p>Education:</p> <p>School attended: <i>Swiss Federal Institute of Technology in Zurich, Switzerland</i></p> <p>Exams passed: <i>Physics</i></p> <p>Jobs: <i>a private Physics and Mathematics tutor</i> <i>a job in the Swiss Patent Office</i> <i>a professor</i></p> <p>Interests: <i>science</i></p> <p>Date of death: <i>April 18th, 1955</i></p> <p>Place of death: <i>the USA</i></p>	<p>-gets Ss to fill the information of Albert Einstein in the table.</p>	<p>-fill in the table.</p>
<p>☞ Task 3. <i>Work in groups.</i> Write a paragraph about Linda Pascal.</p>		
<p>Name: <i>Linda Pascal</i> Mr./ Ms</p> <p>Date of birth: <i>1973</i></p> <p>Place of birth: <i>California, the USA</i></p> <p>Education:</p> <p>School attended: <i>University of California.</i></p> <p>Exams passed: <i>Master of Bachelor in 2002.</i></p> <p>Jobs: <i>a sales manager for her uncle's trading company.</i> <i>a house manager of Stevenson Hotel.</i></p> <p>Interests: <i>an ambitious businesswoman.</i></p>	<p>-asks Ss to write about Linda Pascal's background.</p>	<p>-in groups, write about Linda Pascal's background.</p>
<p><u>Key:</u> <i>Linda Pascal was born in 1973 in California, the USA. She got a Master of Bachelor of Arts from University of California in 2002. After working as a sales manager for her uncle's trading company, she got a job as a house manager of Stevenson Hotel. She is an ambitious businesswoman. She loves her present job very much.</i></p>		
<p>☞ Task 4. <i>Exhibition.</i> Stick some finished paper on the board.</p>	<p>-exhibit some paper on the board.</p>	<p>-go around and read to compare.</p>

ĐỀ CƯƠNG ÔN TẬP MÔN TIẾNG ANH LỚP 10 – CƠ BẢN

UNIT 1: A DAY IN THE LIFE OF...

I. VOCABULARY

II. LANGUAGE FOCUS

1. The present simple
2. Adverbs of frequency
3. The past simple

III. EXERCISE

A. PHONETIC

I. Choose the word whose underlined part is pronounced differently from that of the other words.

- 1) A. field B. heat C. meat D. head
2) B. ready B. meat C. defeat D. beat

II. Choose the word that has stress pattern different from that of the other words.

- 3) A. tobacco B. breakfast C. children D. several
4) A. airport B. passenger C. technology D. chemistry
5) A. routine B. tobacco C. neighbour D. experience
6) A. interest B. middle C. wonderful D. announce
7) A. occupation B. national C. natural D. passenger

B. VOCABULARY AND STRUCTURE

I. Choose the best answer to complete each sentence.

8. The alarm goes off at 5.30.

- A. rings B. strikes C. strings D. knocks

9. Are you satisfied ___ your present work?

- A. at B. with C. about D. of

10. My sister went to Ha Noi.....

- A. last week B. a week ago C. for a week D. All are correct

11. ___do you often go to school?

- At 6.30 every morning.

- A. How B. What time C. Who D. With whom

12. I haven't decided ___ to go for my holiday.

- A. which B. what C. who D. where

13. It ___ me a minutes to get to school every morning.

- A. takes B. took C. has taken D. had taken

14. What ___ to you yesterday morning?

- A. had happened B. has happened C. was happening D. happened

15. Mr. Lam goes to work on foot once a week. It means he ___ walks to school.

- A. never B. sometimes C. often D. usually

II. Choose the underlined part among A, B, C or D that needs correcting.

16. Mr. Vy leaves the house at a quarter past five and arrive in the field at exactly 5.30

A B C D

17. We haven't seen Jim since he has left school in 2005.

A B C D

18. John play tennis with Mary and me every afternoon.

A B C D

19. Nobody were injured in the accident, were they?

A B C D

C. READING

I. Read the text below and choose the correct word or phrase for each space . For each question, circle the letter you choose A, B, C or D.

Mr. Vy is a farmer. He always gets (20)___ at 4.30 every morning. He goes down to the kitchen to boil (21)___ water for his morning tea. After drinking several cups of tea (22)___ having a quick breakfast, he leads the buffalo to the field.(23)___takes him 45 minutes to get ready. He(24)___the house at a quarter past five and arrives in the (25)___ at 5.30. He (26)___ and harrows his plot of land and then takes a short (27)_____ at a quarter to eight. He often drinks tea with his fellow peasants and smokes local tobacco (28)___ the break. He continues working (29)___10.30. He goes home, takes a short rest and has lunch with his family at 11.30.

- | | | | |
|----------------|----------|-------------|-----------|
| 20) A. up | B. down | C. over | D. in |
| 21) A. a | B. an | C. some | D. any |
| 22) A. but | B. and | C. however | D. then |
| 23) A. This | B. It | C. That | D. Which |
| 24) A. quits | B. goes | C. comes | D. leaves |
| 25) A. area | B. field | C. site | D. ground |
| 26) A. ploughs | B. takes | C. digs | D. brings |
| 27) A. nap | B. lunch | C. sleeping | D. rest |
| 28) A. in | B. for | C. at | D. of |
| 29) A. to | B. by | C. at | D. until |

D. LISTENING

Hello everyone, my name is Lam. I'm a cyclo driver in HCM City. I usually have a busy working day. I get up at five thirty in the morning. I start work at six. My first passenger is usually an old man. I take him from District 5 to District 1. After I drop him at a café HCM Teachers' Training College. I pedal to Thai Binh Market. My next passenger is a lady who does shopping there every two days. I help her put all her purchases into the cyclo and then take her to her shop in THDao Street. At about ten thirty I ride off toward NTMKhai School. There I park my cyclo, chat with some of my fellows and wait for my third passengers. They are two school pupils, a girl and a boy.

I take them home. At twelve I have lunch at a food stall near BT Market. After lunch, I park my cyclo under a tree, take a short rest and then continue my afternoon's.

UNIT 2: SCHOOL TALKS

I. VOCABULARY

II. LANGUAGE FOCUS

1. Wh-questions
2. Gerund and to + infinitive

III. EXERCISE

A. PHONETIC

I. Choose the word whose underlined part is pronounced differently from that of the other words.

- 1) A. fun B. sun C. super D. study
- 2) A. student B. study C. subject D. funny
- 3) A. marvelous B. guitar C. warm D. target

II. Choose the word that has stress pattern different from that of the other words.

- 4) A. traffic B. about C. around D. enjoy
- 5) A. profession B. interest C. conclusion D. appropriate
- 6) A. history B. English C. mathematics D. physics
- 7) A. biology B. chemistry C. geography D. technology

B. VOCABULARY AND STRUCTURE

I. Choose the best answer to complete each sentence

8. Ms Lan enjoys ___ because she loves working with children.
A. to teach B. to be taught C. teaching D. teach
9. I have a lot of work to do that I don't know ___ to do first.
A. when B. what C. where D. why
10. The reason ___ he refused this job is that he doesn't like the boss.
A. what B. who C. why D. when
11. My father doesn't allow me ___ in his room.
A. to smoke B. smoking C. smoke D. not smoke
12. It's better to avoid ___ during the rush hour.
A. travelling B. to travel C. travel D. travelled
13. It was a nice day, so we decided ___ for a walk.
A. to B. to go C. to take D. to make
14. The children agreed ___ the candy equally.
A. divide B. to divide C. dividing D. to dividing

II. Choose the underlined part among A, B, C or D that needs correcting.

15. How many students there are in your class?
A B C D
16. We always expect get as many good marks at school as possible.
A B C D
17. The reason of his absence is that he was sick yesterday.
A B C D

C. READING

I. Read the text below and choose the correct word or phrase for each space . For each question, circle the letter you choose A, B, C or D.

Subject reports	%	Teacher's remarks
Maths	15 %	Has scored low marks in the examination because he has not done (18) ___ homework.
History	42 %	Because of his (19) ___ to answer the last two questions, his examination result was very disappointing.
Geography	50 %	Fair, but can do better if he tries harder. Has (20)___ a lot of homework.
English	49 %	He can speak fairly (21) ___ but his written work is poor.
Art	82 %	An excellent result. He always works hard as he is very keen (22) ___ painting.
Sport	75 %	Has improved a lot (23) ___ he is now much taller and stronger.

Class teacher's report:

His examination results are not very good (24) ___ he does not seem to try very hard. He works hard for a short time but he find it difficult (25) ___ for longer period. However, he is a popular member of the class (26) ___ his cheerfulness and willingness to help both the teacher and his classmates.

- 18) A. much B. many C. a lots D. no
 19) A. defeat B. fault C. trouble D. failure
 20) A. lots B. missed C. forgot D. ignored
 21) A. fluent B. fluency C. fluently D. flunter
 22) A. on B. at C. of C. in
 23) A. when B. before C. because D. if
 24) A. like B. but C. same D. as
 25) A. concentrate B. to concentrate C. concentrating D. on concentrate
 26) A. because of B. as for C. and D. as

UNIT 3: PEOPLE'S BACKGROUND

I. VOCABULARY

II. LANGUAGE FOCUS

1. The past perfect
2. The past perfect vs. the past simple

III. EXERCISE

A. PHONETIC

I. Choose the word whose underlined part is pronounced differently from that of the other words.

- | | | | |
|---------------------|------------------|------------------|--------------------|
| 1) A. contain | B. said | C. p <u>a</u> il | D. p <u>a</u> id |
| 2) A. m <u>a</u> ke | B. f <u>a</u> me | C. c <u>a</u> ke | D. b <u>a</u> d |
| 3) A. s <u>e</u> nd | B. s <u>e</u> nd | C. l <u>e</u> nd | D. b <u>e</u> come |

II. Choose the word that has stress pattern different from that of the other words.

- | | | | |
|------------------|--------------|--------------|-------------|
| 4) A. basketball | B. diploma | C. champion | D. evidence |
| 5) A. experience | B. favourite | C. subject | D. primary |
| 6) A. determine | B. radium | C. private | D. tutor |
| 7) A. condition | B. general | C. professor | D. another |
| 8) A. institute | B. radium | C. human | D. atomic |

B. VOCABULARY AND STRUCTURE

I. Choose the best answer to complete each sentence

9. When I first ___ abroad to study. I ___ in a dormitory before.

- | | |
|------------------------------|--------------------------------|
| A. travelled-was never lived | B. had travelled-never lived |
| C. travelled-had never lived | D. was living-had never lived. |

10. After the ___ death of her husband, Marie Curie took up his position at the Sorbone.

- | | | | |
|-----------|------------|-------------|---------------|
| A. tragic | B. tragedy | C. tragical | D. tragically |
|-----------|------------|-------------|---------------|

11. Marie curie was ___ the Nobel Prize in Chemistry for determining the atomic weight of radium.

- | | | | |
|--------|------------|--------------|------------|
| A. won | B. awarded | C. dedicated | D. devoted |
|--------|------------|--------------|------------|

12. He ___ London 2 years ago and I ___ him since then.

- | | |
|----------------------------|----------------------|
| A. left-hadn't seen | B. left-haven't seen |
| C. was living-haven't seen | D. left-didn't see |

13. By the time Sheila got back, Chris___.

- | | | | |
|--------------|---------|------------|-------------|
| A. have gone | B. went | C. will go | D. had gone |
|--------------|---------|------------|-------------|

14. When she came out, her bike___

- | | |
|--------------------|--------------------------|
| A. was disappeared | B. was being disappeared |
| C. had disappeared | D. have disappeared |

15. By the time Shakespeare died in 1616, he ___ more than 37 plays.

- | | | | |
|----------------------|----------------|----------------|-----------------------|
| A. will have written | B. had written | C. has written | D. would have written |
|----------------------|----------------|----------------|-----------------------|

II. Choose the underlined part among A, B, C or D that needs correcting.

16. She was sad after she reads her boyfriend's letter.

A B C D

17.

C. READING

I. Read the text below and choose the correct word or phrase for each space . For each question, circle the letter you choose A, B, C or D.

Alexander Graham Bell was born in Edinburgh, Scotland, in the nineteenth century, and later came to the United States. Several members of his family did a great deal to encourage him in the field of science. His father was most instrumental in supervising his work with the deaf. While he dealt with the deaf and investigated the science of acoustics, his study eventually led to the invention of the multiple telegraph and his greatest invention of the telephone. The last quarter century of his life was dedicated to the advance in aviation.

18. What was considered to be Alexander Graham Bell's greatest invention?

A. multiple telegraph B. telephone C. aviation D. acoustics

19. When he studied science, his family was

A. angry B. pleased C. sad D. supportive

20. What can we conclude about Alexander Graham Bell?

- A. He worked very hard, but never achieved success.
- B. He spent so many years working in aviation because he wanted to be a pilot.
- C. He dedicated his life to the science and the well being of mankind.
- D. He worked with the deaf so that he could invent the telephone,

21. Which of the following sentences is NOT true?

- A. Bell was born in the 1900s
- B. Bell worked with the deaf
- C. Bell had many experiments with the science of acoustics.
- D. Bell invented a multiple telegraph.

22. How many years did Bell dedicate to aviation?

A. 100 B. 25 C. 35 D. 50

D. LISTENING

Bob: Congratulations. You are now the Olympic Champion.

Sally: Thanks. Yes, I'm very happy.

B: Our readers want to know all about you.

S: That's nice! Well, ask me your questions.

B: First of all, tell me something about yourself.

S: Well, I was born in 1980. I got a general education at local schools and when I was 15, I joined the Star Sports Club near my home.

B: Where is your home?

S: In Manchester.

B: I see. And do you live alone.

S: No, I live with my family, my parents & two brothers.

B: What do you like to do in your free time?

S: Well, I don't have much free time, but I like different sports-basketball and swimming, for example and just sitting at home and reading.

B: What sorts of books do you like?

S: Oh, love stories-romantic books.

B: And what do you want to be in the future?

S: I want to be a sports teacher. I'm a student at college. I want to get my teacher's diploma.

B: I see. Now tell me...

UNIT 4: SPECIAL EDUCATION

I. VOCABULARY

II. LANGUAGE FOCUS

1. The + adjective
2. Used to + infinitive
3. *Which* as a connector

III. EXERCISE

A. PHONETIC

I. Choose the word whose underlined part is pronounced differently from that of the other words.

- | | | | |
|-----------------------|------------------|-----------------------|---------------------|
| 1) A. <u>t</u> alk | B. w <u>a</u> rn | C. sh <u>o</u> t | D. sh <u>o</u> rt |
| 2) A. <u>f</u> ollow | B. <u>j</u> ob | C. ge <u>o</u> graphy | D. de <u>v</u> elop |
| 3) A. eff <u>o</u> rt | B. w <u>o</u> rd | C. sp <u>o</u> rt | D. be <u>f</u> ore |

II. Choose the word that has stress pattern different from that of the other words.

- | | | | |
|------------------|---------------|----------------|------------------|
| 4) A. mentally | B. retarded | C. demonstrate | D. different |
| 5) A. consuming | B. develop | C. prevention | D. effort |
| 6) A. subtract | B. reason | C. children | D. mental |
| 7) A. opposition | B. difference | C. information | D. demonstration |
| 8) A. ability | B. special | C. educate | D. happy |

B. VOCABULARY AND STRUCTURE

I. Choose the best answer to complete each sentence

9. Without the Braille Alphabet it would be very difficult for ____
- | | | | |
|-------------|-------------|-------------|--------------|
| A. disabled | B. the deaf | C. the mute | D. the blind |
|-------------|-------------|-------------|--------------|
10. Thuy's class is different ____ other classes because the children are disabled.
- | | | | |
|-------|---------|-------|-------|
| A. on | B. from | C. in | D. at |
|-------|---------|-------|-------|
11. The little boy is helping ____ cross the street.
- | | | | |
|-------------|-------------|--------------|--------------|
| A. the poor | B. the rich | C. the blind | D. the young |
|-------------|-------------|--------------|--------------|
12. Many people lost their home in the Earthquake. The government is trying to establish more shelters to care for ____
- | | | | |
|------------------|-----------------|--------------|-------------|
| A. the childless | B. the homeless | C. the blind | D. the deaf |
|------------------|-----------------|--------------|-------------|
13. My father didn't ____ coffee for breakfast.
- | | | | |
|-----------------|----------------|------------------|------------------|
| A. used to have | B. use to have | C. use to having | D. use be having |
|-----------------|----------------|------------------|------------------|
14. The government should have special policies to help the ____.
- | | | | |
|------------|-------------|---------------|----------------|
| A. disable | B. disabled | C. disability | D. disablement |
|------------|-------------|---------------|----------------|

II. Choose the underlined part among A, B, C or D that needs correcting.

15. Dennis used to smoking a lot a year ago.

A B C D

16. Ms Thuy doesn't mind taking care for disabled children.

A B C D

17. My aunt used to doing voluntary work in the local orphanage.

C. READING

I. Read the text below and choose the correct word or phrase for each space . For each question, circle the letter you choose A, B, C or D.

LOUIS BRAILLE

(1809-1852)

Louis Braille was the son of a French leather worker. He (18) ___ blind at the age of three when he fell on a tool in his father's workshop. But Louis was a (19) ___ and talented boy. He wanted to be a musician, so he learned to play the cello, and at the age of ten he (20) ___ a scholarship to the National Institute for Blind Children in Paris. He could play the cello, (21) ___ he couldn't read or write

In 1819 a French soldier, Charles Barbier, (22) ___ "night writing". He used patterns of twelve raised dots on paper so that soldiers could read (23) ___ the dark. Louis Braille understood the importance this invention for blind people and (24) ___ he was fifteen, he began to develop it. He made it (25) ___, with six dots, not twelve. In 1892 he introduced it at the Institute.

By 1932 "Braille" was (26) ___ all over the world in many languages, but fortunately Louis died of tuberculosis in 1852 and never (27) ___ of the importance of his invention.

- | | | | |
|-------------------|---------------|----------------|-----------------|
| 18) A. came | B. went | C. reached | D. got |
| 19) A. brave | B. courage | C. able | D. possible |
| 20) A. defeated | B. beat | C. became | D. won |
| 21) A. so | B. and | C. but | D. however |
| 22) A. invented | B. discovered | C. found out | D. set up |
| 23) A. under | B. in | C. with | D. of |
| 24) A. then | B. while | C. at | D. when |
| 25) A. simply | B. simple | C. more simple | D. more simpler |
| 26) A. for use | B. for using | C. in use | D. in usage |
| 27) A. understood | B. knew | C. aware | D. saw |

D. LISTENING

If you ask any member of the VTK Club which time of day they enjoy most, and they will all agree: their photography lesson.

The VTK Club's members come from the Nhan Chinh School for Deaf Children, Xa Dan Secondary School for Deaf and Mute Children, and the Hanoi Literature and Art Club for for Mentally Retarded Children.

"Whenever we hold a camera, wandering around and taking in our surroundings through a lens, we can forget the sorrow of our disabilities," says club member Nguyen Minh Tam.

The six-month-old photography club, which comprises 19 deaf, mute or mentally retarded children, is now having its first exhibition in Hanoi.

More than 50 colour photos are on display at the exhibition room featuring the beauty of daily life through the eyes of these disabled children. The subjects are simple and peaceful: old men

reading books on the sides of Hoan Kiem Lake, labourers hard at work, or chickens looking for food.

The children's passion for taking pictures has stimulated them and helped them escape their sorrow.

UNIT 5: TECHNOLOGY AND YOU

I. VOCABULARY

II. LANGUAGE FOCUS

1. The present perfect
2. The present perfect passive
3. *Who, which, that*

III. EXERCISE

A. PHONETIC

I. Choose the word whose underlined part is pronounced differently from that of the other words.

- | | | | |
|---------------------|------------------|-------------------|------------------------|
| 1) A. <u>fo</u> od | B. <u>bo</u> ok | C. <u>loo</u> k | D. <u>coo</u> k |
| 2) A. <u>pu</u> t | B. <u>fo</u> ot | C. <u>shou</u> ld | D. <u>commu</u> nicate |
| 3) A. <u>hou</u> se | B. <u>wou</u> ld | C. <u>prou</u> d | D. <u>clou</u> d |
| 4) A. <u>bloo</u> d | B. <u>tooth</u> | C. <u>fo</u> od | D. <u>choo</u> se |

II. Choose the word that has stress pattern different from that of the other words.

- | | | | |
|--------------------------|------------------------|----------------------|------------------------|
| 5) A. <u>tech</u> nology | B. <u>mag</u> azine | C. <u>comp</u> uter | D. <u>mys</u> terious |
| 6) A. <u>ma</u> chine | B. <u>de</u> vice | C. <u>sys</u> tem | D. <u>mem</u> orial |
| 7) A. <u>beau</u> tiful | B. <u>inte</u> resting | C. <u>wonder</u> ful | D. <u>develo</u> pment |
| 8) A. <u>dis</u> play | B. <u>mes</u> sage | C. <u>amou</u> nt | D. <u>ano</u> ther |

B. VOCABULARY AND STRUCTURE

I. Choose the best answer to complete each sentence

- 9) What makes a computer such as ___ device?
A. miracle B. miraculous C. miraculously D. wonder
- 10) Computers are capable ___ doing almost anything you ask.
- 14) Quoc Hoc High School, ___ we are studying, is a famous school in Vietnam.
A. which B. that C. where D. in where
- 15) My father has bought me an ___ computer.
A. economical B. electrical C. electric D. electronic
- 16) A new hospital ___ in the area lately.
A. was built B. was being built C. has built D. has been built
- 17) This box ___ for a long time yet.
A. hasn't been opened B. hadn't been opened
C. wasn't opened D. wasn't being opened
- 18) Information technology is very ___ to our lives.
A. useful B. useless C. use D. usefully
- 19) A computer is a ___ typewriter which allows you to type and print any kind of document.
A. magically B. magical C. magic D. magician

II. Choose the underlined part among A, B, C or D that needs correcting.

20. A new hospital for children has built in our city.

21. Have you finish the report yet?
 A B C D
22. Everything is ready, but the guests haven't came yet.
 A B C D

C. READING

I. Read the text below and choose the correct word or phrase for each space. For each question, circle the letter you choose A, B, C or D.

Computers are helpful (23) ___many ways. First, they are fast. They can work with information (24) ___more quickly than a person. Second, computers can work with (25) ___information with the same time. Third, they can (26) ___information for a long time. They do not forget things the common people do. Also, computers are (27) ___always correct. They are not perfect, of course, but they usually do not (28) ___mistakes.

These days, (29) ___is important to know about computers. There are a number of things to learn. Some companies have classes (30) ___work. Also, most universities offer day and night courses in computer science.(31)___way to learn is from a book, or from a friend.(32)___a few hours of practise, you can work with computers. You may not be an expert, but you can have fun.

- 23) A. in B. by C. through D. on
 24) A. hardly B. even C. wholly D. entirely
 25) A. a lot B. a lot of C. plenty D. much of
 26) A. stay B. remain C. hold D. keep
 27) A. most B. mostly C. almost D. hardly
 28) A. do B. take C. make D. have
 29) A. this B. that C. they D. it
 30) A. at B. in C. for D. with
 31) A. Another B. Other C. Others D. The other
 32) A. Within B. After C. For D. During

D. LISTENING

Well, I wasn't worried when my son bought a computer. After all lots of children have parents who don't understand computers. But when my secretary asked me for a computer in the office, I really became worried. So I decided to take some lessons in computing and my son became my teacher. He was very helpful. He invited me to sit down in front of the computer screen. I did not know what it was called. When asked him what it was, he said that it was a VDU. I still didn't know what a VDU was, but I was too shy to ask him any more. From that moment my memory refused to learn because he told me a lot of things that I really didn't understand at all. After a few lessons I began to feel tired. I made an excuse, saying that I had a headache. I

suggested we should leave the lesson for another day. Since then I haven't said anything about the computer to my son and my secretary.

UNIT 6: AN EXCURSION

I. VOCABULARY

II. LANGUAGE FOCUS

The present progressive (with a future meaning) and *be going to*

III. EXERCISE

A. PHONETIC

I. Choose the word whose underlined part is pronounced differently from that of the other words.

- | | | | |
|---------------|----------------|--------------|-------------|
| 1) A. work | B. term | C. other | D. early |
| 2) A. teacher | B. shirt | C. together | D. proposal |
| 3) A. work | B. information | C. connector | D. visitor |
| 4) A. picture | B. classmate | C. pagoda | D. center |

II. Choose the word that has stress pattern different from that of the other words.

- | | | | |
|----------------|--------------|----------------|-------------|
| 5) A. botanic | B. glorious | C. delicious | D. assemble |
| 6) A. persuade | B. garden | C. river | D. wonder |
| 7) A. relax | B. enjoy | C. permit | D. anxious |
| 8) A. pagoda | B. wonderful | C. interesting | D. holiday |

B. VOCABULARY AND STRUCTURE

I. Choose the best answer to complete each sentence

9. Where's your father? - He ___ in his office.

- | | | | |
|----------|---------------|---------------|-----------|
| A. works | B. has worked | C. is working | D. worked |
|----------|---------------|---------------|-----------|

10. I can't talk now. I ___ the dinner.

- | | | | |
|----------------|---------------|--------------------|----------------|
| A. was cooking | B. am cooking | C. will be cooking | D. have cooked |
|----------------|---------------|--------------------|----------------|

11) Tell me about your plan, Lan. What ___ this Saturday evening?

- | | | | |
|------------------|------------------|-----------------|----------------------|
| A. are you doing | B. have you done | C. would you do | D. will you be doing |
|------------------|------------------|-----------------|----------------------|

12) Keep silent! My father ___ in his room.

- | | | | |
|----------------|-----------------|--------------|------------------|
| A. is sleeping | B. was sleeping | C. has slept | D. will be slept |
|----------------|-----------------|--------------|------------------|

13) Tom and I ___ to Mary's birthday party together.

- | | | | |
|-------------|--------------|---------------|--------------------|
| A. am going | B. are going | C. will going | D. are going to go |
|-------------|--------------|---------------|--------------------|

14) We're going to make a two-day ___ to visit Huong Pagoda.

- | | | | |
|-----------|--------------|-----------|---------|
| A. travel | B. excursion | C. voyage | D. gone |
|-----------|--------------|-----------|---------|

II. Choose the underlined part among A, B, C or D that needs correcting.

15. Mary is get married next week.

- | | | | |
|---|---|---|---|
| A | B | C | D |
|---|---|---|---|

16. There are a lot of black clouds in the sky. It will going to rain

- | | | | |
|---|---|---|---|
| A | B | C | D |
|---|---|---|---|

17. Take an umbrella with you. It's going to raining.

C. READING

I. Read the text below and choose the correct word or phrase for each space . For each question, circle the letter you choose A, B, C or D.

I'm going to give you the details of our camping trip next week. The coach will be outside the school on Monday morning at 7.30 and we will ___ at 7.45 so don't be late. There'll be ___ on the coach for one bag so please don't bring ___ one bag or suitcase. You don't need to bring tents or foods that's all ___for us. It is often hot during the day, but it ___cold at night so bring warm clothes. If we're lucky though, the sun will shine and we'll be ___to use the outdoor pool on the site so don't forget your swimming things.

The campsite is in the ___of the countryside so if you've had ___fresh air by then, you may want to go shopping in the nearest town about four kilometers. There ___to do there and there's bus that stops outside the Post office in the village down the road. I'll ___it to you when we get there.

- | | | | |
|------------|--------------|---------------|----------------|
| A. set p | B. set off | C. turn up | D. turn off |
| A. room | B. site | C. seat | D. stair |
| A. much as | B. more as | C. more than | D. little than |
| A. charged | B. delivered | C. bought | D. provided |
| A. turns | B. alters | C. changes | D. shows |
| A. able | B. capable | C. possible | D. desirable |
| A. core | B. middle | C. behind | D. among |
| A. much | B. too | C. enough | D. few |
| A. many | B. number | C. great deal | D. plenty |
| A. give | B. point | C. shoot | D. get |

C. LISTENING

The weekend picnic I enjoyed most was just a few weeks ago. My class decided to pay a visit to the Botanical Garden.

It was a glorious Sunday. We met at the school gate on time and travelled to the Botanical Garden by bus. It was a long way to destination and we sang merrily all the way.

The Botanical Garden was a very beautiful place. We make a short tour round the garden and took some pictures of the whole class. Then we played a lot of games on a spacious piece of grassland. One of the boys brought along his guitar and we sang our favourite songs. We laughed, talked and danced, too. After a delicious meal with various kinds of food that we brought, we all took a rest. Some of us slept very soundly because it was so peaceful and quite there. In the afternoon, we went on

playing some more games. Then we packed up the left-overs and returned home. We all felt happy.

UNIT 7: THE MASS MEDIA

I. VOCABULARY

II. LANGUAGE FOCUS

1. The present perfect
2. *Because of* and *in spite of*

III. EXERCISE

A. PHONETIC

I. Choose the word whose underlined part is pronounced differently from that of the other words.

- 1) A. says B. plays C. stays D. bays
- 2) A. enjoy B. boy C. going D. voice
- 3) A. mail B. fair C. nature D. radio
- 4) A. key B. they C. today D. survey
- 5) A. time B. fit C. fine D. Friday

II. Choose the word that has stress pattern different from that of the other words.

- 6) A. media B. cartoon C. series D. radio
- 7) A. video B. television C. theatre D. information
- 8) A. deliver B. visual C. different D. common
- 9) A. visually B. impossible C. formally D. probably

B. VOCABULARY AND STRUCTURE

I. Choose the best answer to complete each sentence

- 10) It's nine years ___ Sir Alfred returned from America.
A. while B. since C. when D. as
- 11) I'm going to wait until you ___ your work.
A. finished B. have finished C. had finished D. will finish
- 12) How long have you know them___
A. Since five years B. Ever since five years
C. Five years D. For five years
- 13) One of the new salesmen has ___ me to buy a new car.
A. persuaded B. suggested C. argued D. resulted
- 14) ___ of all our efforts we failed.
A. Although B. Despite C. In spite D. However
- 15) One ___ of their own house is that it has no garden.
A. pity B. dislike C. complaint D. disadvantage
- 16) We receive information from radio through ears.
A. orally B. visually C. aurally D. usually
- 17) There is a good film on TV tonight.
A. play B. comedy C. drama D. movie

II. Choose the underlined part among A, B, C or D that needs correcting.

18. The weather has been quite good at Christmas.

A B C D
19. I didn't watch a football match on TV for a long time.

A B C D
20. We had to cancel the match because the bad weather.

C. READING

I. Read the text below and choose the correct word or phrase for each space . For each question, circle the letter you choose A, B, C or D.

News media are the means or methods by which people learn what is happening in the city, in the country and in the world. The news media can be classified into two general categories: the categories of print media and electronic media. Print media use the written material to communicate news to readers. Electronic media use air waves to send news into homes, offices and public places. Print Media are usually divided into magazines and newspapers print news daily. For example, the newspaper "The New York Times" is published everyday of the year. Most news magazines are published weekly, for instance. Newsweek in Time magazines are published once a week. The electronic media are generally divided into radio and television. Radio news is news that you listen to. In the United States, many radio stations broadcast five minutes of news every hour. TV news is news that you notionally listen to but also watch. In Canada and the United States, for example, many people watch an hour of news on TV at 6 o'clock in the evening. In the future new categories of news media will develop. Even today computers are beginning to influence the transmission and reception of news.

21. What do the print media use to communicate the news?

- A. TV B. radio C. air waves D. newspaper

22. What do the electronic media use to broadcast news?

- A. air waves B. magazines C. newspapers D. all of the above

23. What is the New York Times an example of?

- A. magazine B. newspapers C. radio program D. television program

24. Which of the following print media are published?

- A. Newsweek B. Time C. The New York Times D. all of the above

25. Which of the following electronic media are broadcast?

- A. TV program B. newspapers C. magazines D. none of the above

D. LISTENING

The time is 7 o'clock and here is the news summary.

... (Task 2-page 77)

proof pages before the final printing.

C. READING

I. Read the text below and choose the correct word or phrase for each space . For each question, circle the letter you choose A, B, C or D.

The country and the city have advantages and (18) _____. People in the country live in more beautiful surrounding. They enjoy (19) _____ and quite, and can do their work at (20)_____ own pace because no one is in a(21)_____. They live in larger, more comfortable houses, and their neighbours are more friendly, and ready to help them (22) _____they need it. Their life can be (23) _____and they can be isolated, a long way from the nearest town, which is a serious problem if they (24)_____ill or want to take children to school.

The city has all the services the country lacks, but it, (25) _____has a lot of disadvantages. Cities are often ugly and polluted; they not (26) _____have bad air but are noisy as well. Everyone is always in a hurry and this (27) _____that people have no time to get to know each other and make friends.

- | | | | |
|--------------|------------------|-------------------|--------------------|
| A. annoyance | B. disadvantages | C. disappointment | D. dissatisfaction |
| A. quite | B. quietly | C. peaceful | D. peace |
| A. them | B. they | C. their | D. themselves |
| A. hurry | B. hurried | C. hurriedly | D. hurrying |
| A. when | B. which | C. what | C. that |
| A. bored | B. bore | C. boring | D. bores |
| A. were | B. are | C. would be | C. will be |
| A. also | B. yet | C. already | D. so |
| A. never | B. ever | C. hardly | D. only |
| A. means | B. aims | C. directs | D. tells |

D. LISTENING

Popffero used to be a small quite town on the sound coast of England. But it has become a croded and busy tourist resort now. They've completely destroyed its old atmosphere... (Task 2-page 87)

- buffalo, tobacco, transplant, several, contented, sometimes, passenger, technology, chemistry, routine, neighbour, experience, interest, announce, occupation, announce, result, alternative, absolute, brigade, harrow, peasant, typical, appointment ,continue, conclusion, frequency, occasionally, immediately

- traffic, mathematics, physics,

- determine, radium, tutor, professor, general, award, determine, scientific, romantic, diploma, interrupt, university, private, intelligent, secondary, award, atomic, tragic, mature, harbour,

- retarded, demonstrate, effort, subtract, ability, message, special, different, gradually, opposite, advertisement, contact

- machine, device, memorial, message, electronic, appropriate, magical, inform

- botanic, glorious, persuade, entertain, anxious, permission, excursion, pagoda,
destination - Channel, recommend