

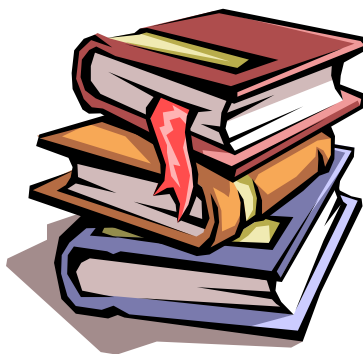
SỞ GIÁO DỤC & ĐÀO TẠO ĐỒNG THÁP
TRƯỜNG THPT THỐNG LINH



GIÁO ÁN

TIẾNG ANH 10 (NC)

Giáo viên: *LÊ NGỌC THẠCH*



Năm học 2006-2007

Date:

REVISION

Period: 1

T	Stages and Content	T's activities	Ss' activities
	<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. came 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_____ pen pal 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>
--	---	---

	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: SCHOOL TALKS**

Period: 2 & 3 **Section:** Reading

Aim : Ss can read and do kinds of : + True-False statements
 + Mapping and filling facts
 + Question & answer

Lexical items: Team learning

Gram/ Struc.: Simple Present / Gerund phrases as titles / Keep + Obj + Adj

Teaching aids: Pictures

Procedure:

Time	Stages and Content	T's activities	Ss' activities
3'	I. Warm-up: Game: Magic Hat Words: _____ P (G R O U P) Suggestion: Many people study or work in it. What is it? (Group) Today we learn useful things about studying in groups.	- Intro: 2 groups - Start t. game - Winner?	- Guess & say - Clap hands
10'	II. Before: + Vocab: supportive (a) : trợ giúp satisfaction (n): sự hài lòng vice versa (adv): trở lại, ngược lại locate (v) xác định vị trí strategy (n) chiến lược maximize (v): sử dụng theo cách tốt nhất attentive(a): chăm chú cooperative (a) hợp tác diversity (n): sự đa dạng interaction (n) tác động qua lại	- Intro new word	- Listen & write
15'	- Pronounce the words - Rub out and remember technique - Look at the pictures in the book and answer Guiding: Pic. (a): Studying in group (b): Studying individually	- Say - What is the way of study	- Answer

<p>17'</p>	<p>I like (a) b/c I can share my ideas with friends (or I can get new ideas from friends) I like (b) b/c I want to think about the problem alone.</p> <p>III. While:</p> <p>Part A:</p> <p>+ Silent Reading: Use t. textbook. + Can you say these words/ phrases in Vietnamese? (Ask Ss then give them your suggested meanings)</p> <p>achievement (n): thành tựu valued skill (n) kỹ năng có giá trị research team (n) nhóm nghiên cứu learning team (n) nhóm học tập class presentation (n) báo cáo trước lớp</p> <p>+ Questions for summary of part B</p> <p>1. What does part A “Research work together” say? → <i>Research has shown that to learn in a group is better than learn alone because students can share their learning experience.</i></p> <p>2. What does a learning team do? → <i>They can - share class notes - do research - review test results.</i></p> <p>(This is the end of period 1)</p>	<p>in A/ B? - Correct</p> <p>- Help them get the meaning n=by reading</p> <p>- Feed back</p> <p>- Ask SS to read</p>	<p>- Answer</p> <p>- Read</p> <p>- Pair work</p> <p>- Group work</p>
<p>10'</p>	<p>While – reading: (cont.) Activity 1: Read Part B.</p> <p>a. Silent reading b. What do they mean?</p> <p>- ineffective (a): không hiệu quả - membership (n): số hội viên - shared interest (n) : điều quan tâm chung - face-to- face interaction (n) : tác động mặt đối mặt</p> <p>c. Questions for summary of part B</p>	<p>- Ask Ss to guess</p>	<p>- Individually</p> <p>- Pair work</p>

<p>10'</p>	<p>1. Sometimes team work is ineffective. Why? <i>They do not form a good team.</i></p> <p>2. How to form a good team? <i>Seek right teammates, form team with both genders, and keep your group size small.</i></p> <p>Activity 2: True / False Statements (Ex. A, page 16)</p> <p>Key: 1. T (To learn in groups is better than learn alone)</p> <p>2. T (To form team with both genders is effective)</p> <p>3. NI (No information about time in the text)</p> <p>4. F (Choose friends with shared interests)</p> <p>5. F (It is easy to get together in small group outside of class)</p>	<p>- Read again & choose</p>	<p>- Group work</p>
<p>10'</p>	<p>Activity 3: Question & answer</p> <p>Answer the questions (Ex. B. Page 16)</p> <p>1. B/c you and your teammates can understand the lesson more thoroughly (hoàn toàn)</p> <p>2. You and your teammates can share class notes, do research in a team, and review results together.</p> <p>3. Having right teammates, forming team with both genders, keeping small-size group can make a team successful.</p> <p>Because they have effective strategy.</p> <p>4. Yes, quite often. WE often compare our answer, talk about a topic, do a writing task etc...</p>	<p>- Work with your friends</p>	<p>- Group work</p>
<p>15'</p>	<p>Activity 4: (Post –reading) + Mapping and filling facts</p> <p>1. Strategy</p> <p>2. Sharing class notes</p> <p>3. Reviewing test results</p> <p>4. Forming team with both genders</p> <p>5. Keeping your group size small</p>	<p>- This Ex. gives you a map of text</p>	<p>- Group work</p>

	6. Learning more from friends V. Homework: - Reread at home - Prepare new words for Listening	ideas.	
--	--	--------	--

Date: UNIT1: SCHOOL TALKS

Period: 4 Section: Listening

Aims: - practise listening and speaking.

Lexical items: words of things related to school activities

Grammar/Structures: simple present/ simple past

Teaching aids: textbooks, board, tape script.

Procedure:

Time	Stages and Content	T's activities	Ss' activities
3'	<p>I. WARM-UP: Magic Hat</p> <p>_____</p> <p>Suggestion:</p> <ul style="list-style-type: none"> - There are six letters - It is a place where everyone studies. <p style="text-align: center;">S C H O O L</p>	<ul style="list-style-type: none"> - give them the cues. - Divide the class into 2 group and ask each to guess it - correct 	<ul style="list-style-type: none"> -representative of each group to go to the board to write the word. - clap hands
10'	<p>II. BEFORE:</p> <p>*Pre-teach vocabulary:</p> <ul style="list-style-type: none"> - strict (a) - to oversleep(n) - to recite - to hit - to punish <p>Task 1: Complete the sentences with the words and phrases (P 17)</p> <p>Key:</p> <ol style="list-style-type: none"> 1. strict 2. overslept 3. hits 4. village 5. left-handed 6. recite 	<ul style="list-style-type: none"> - teach some voc. - ask them to work in pair to fill in the blanks - correct 	<ul style="list-style-type: none"> - listen and repeat and write down - do as directed. - copy down
20'	<p>III. WHILE:</p> <p>Task 2: p 18</p> <p>T/F sentences:</p> <ol style="list-style-type: none"> 1. F 2. T 	<ul style="list-style-type: none"> - ask them to read the sent. And then ask them to listen to 	<ul style="list-style-type: none"> -listen and

	<p>3. T 4. F 5. F</p> <p>Task 3: Answer the questions: 1. He was sick 2. Because his teachers hit him on the fingers (when he wrote with his left hand) 3. On foot 4. Because he was late for school. 5. By writing 100 times the sentences: “I must leave home early. I must not arrive late.”</p>	<p>the tape 3 times - correct and ask them to explain</p> <p>- ask them to listen again and answer the questions</p> <p>- correct</p>	<p>decide T/F - explain and copy</p> <p>- listen, take notes and answer the questions</p> <p>- copy down</p>
<p>10’</p>	<p>IV. POST: Topic: Talk about one of the memories at school that you remember most.</p>	<p>- ask them to work in a group of three and present their ideas.</p>	<p>- Do as directed</p>
<p>2’</p>	<p>V. HOMEWORK: - Learn new vocabulary. - Prepare Speaking</p>		

Date: **UNIT1: SCHOOL TALKS**

Period: 5 **Section: Speaking**

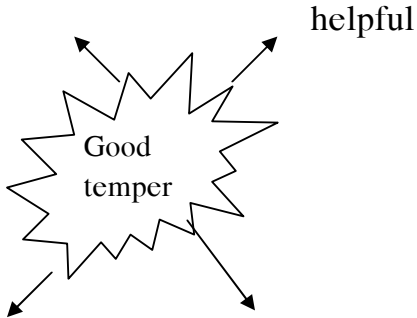
Aim: - practise talking about likes and dislikes

Lexical items: words of things related to subjects, things... that they like and dislike.

Grammar/Structures: simple present.

Teaching aids: textbooks, board.

Procedure:

Time	Stages and Content	T's activities	Ss' activities
3'	<p>I. WARM-UP: Network</p> 	- ask them to supply the missing words	- do as directed
10'	<p>II. BEFORE:</p> <p>*Pre-teach vocabulary: -to prefer ... to..... -to prefer to V -a good sense of humor: hài hước</p> <p>*Situation: A: <u>What kind of people do you like working with?</u> B: <u>I like working with</u> good people. A: <u>What subject do you like best?</u> B: <u>I like English best.</u></p> <p>*New material:</p> <div style="border: 1px solid black; padding: 5px;"> <p>+What kind of people do you like working with? +I like working with_____</p> <p>+What subject do you like best? +I like_____ best.</p> </div>	-give some voc. - give the situation and ask them to repeat the dialogue. - ask them to give the structure	- listen and repeat and write -repeat in pairs -do as directed - work in pairs and prepare the information

<p>20'</p>	<p>III. WHILE: Part b: Suggestions: the same S: I 1. like/ people who are helpful. 2. like/ Maths 3. would prefer/ chemistry. 4. It would be fun to work / people who are generous. 5. don't like/ Physics 6. don't want to work / people who are mean</p>	<p>-ask them to work in pairs and practise the structures. - help them with some cues - correct</p>	<p>-practise in pairs -Do as directed</p>
<p>10'</p>	<p>IV. POST: Part c: Write 5 sentences about things you like doing most after class. * Further ex.: talk freely using the structure above: Eg: She doesn't like chatting with mean people. They prefer English to Maths.</p>	<p>- ask them to write down. - give examples</p>	<p>- work freely</p>
<p>2'</p>	<p>V. HOMEWORK: - Learn new vocabulary. - Prepare Writing - Part a</p>		

Date: UNIT 1: SCHOOL TALKS
 Period: 6 Section: Writing

Aim: Writing a narrative

Lexical items: Words related to the topic

Grammar/ structure: Past tenses, sentence connectors,...

Teaching aids: Textbook, pictures, posters

Procedure:

Time	Stages and Content	T's activities	Ss' activities
5'	I. WARMER : Shark attack MEMORY <u>Introduction:</u> Each of us has a lot of memories of our school/ teachers, classmates, ... We are going to read a story about Mr. Ba's childhood memories and learn how to write a story of our own.	-Divide the class into two groups - Get students to play the game	- Take part in the game
10'	II. PRE-WRITING: <u>Vocabulary:</u> _a narrative (explanation) _(to) oversleep (situation) _(to) be involved (translation) _an impression (explanation) Checking: R&R	- Follow the steps of teaching voc.	- Listen - Repeat - Copy
15'	<u>Grammar and structure:</u> _Simple past tense _Past continuous tense _Past perfect tense _sentence connectors: + first, second, next, then, after that, finally + as a result / as a result of... +fortunately/ unfortunately	- Re view the uses and forms of the tenses - Get sts to list sentence connectors that may be used in a narrative	- Work in groups
15'	Task a)./19: <u>Rearranging sentences about Mr. Ba's childhood memories</u>		

	<p>Key:3-4-2-1-6-8-10-7-9-5</p> <p>Notes:</p> <p>_A narrative is an account of events.</p> <p>_It is usually written in the past tense</p> <p>-Events in a narrative often follow time order</p> <p>III. HOMEWORK:</p> <p>Learn vocabulary and structures</p>	<p>-Give instruction</p> <p>- Get sts to do the task</p> <p>- Feedback</p> <p>- Explain carefully</p>	<p>- Do the task</p> <p>- Take notes</p>
--	---	---	--

Date:

UNIT 1: SCHOOL TALKS

Period: 7

Section: Writing (Cont'd)

Time	Stages and Content	T's activities	Ss' activities
5'	I. Warmer:		
15'	II. WHILE-WRITING: <u>Writing a story about your school activities:</u> 1. <u>Writing answers for the following questions:</u> -Who was involved? -How many people got involved in the story? -Where and when did it happen? -Why did the story take place? -What did people do? -What happened first and next? -Your impression of the event	- Give the instruction - Get sts to write the answers individually - Walk around the class and help with vocabulary and ideas	- Find ideas - Write down the answers for the questions
15'	2. <u>Writing the narrative:</u>	- Get sts to write the narrative using the ideas in 1. - Go around to help with structures and vocabulary	- Write in individually
10'	III. POST WRITING: Correction	- List some common mistakes Get sts to exchange papers and correct mistakes	- Correct mistakes in their friends' papers.
	IV. HOMEWORK:		

	Prepare Language focus.		
--	-------------------------	--	--

Date: **UNIT 1: SCHOOL TALKS**

Period: 8 **Section:** Language Focus

Aim: - Words that go together (*team*)
 - Gerund and To + Base form of Verb

Lexical items: words relating to lesson

Gram/ Struct.: Simple present, past tense

Teaching aids: textbook

Procedure :

Time	Stages and Content	T's activities	Ss' activities
5'	<p>I. Warm up:</p> <p style="text-align: center;"> job interest effort share team sports spirit game work </p>	<p>- divides class into 2 groups and asks them to pick out.</p> <p>- observes and corrects</p>	<p>- work in group</p> <p>- write on the board.</p>
4'	<p>II. Presentation:</p> <p>1. Word study: Read words that go with "TEAM": team interest, team effort, team sports, team spirit, team work, team game</p>	<p>- reads</p>	<p>- listen and repeat</p>
8'	<p>2. Grammar: Gerund/ To + Base form of verb</p> <p>a. Verbs that can be followed by Gerunds: love, enjoy, mind, can't stand, etc. <u>Ex:</u> I <i>enjoy</i> swimming Would you <i>mind</i> explaining that again?</p> <p>b. Verbs that can be followed by To + Base form of verb: want, decide, fail, pretend, prove, etc. <u>Ex:</u> She <i>wants</i> to become a doctor. Tom <i>decided</i> to leave early.</p> <p>c. Verbs that can be followed by Object + to + base form of verb: ask, allow, persuade, tell, etc. <u>Ex:</u> The teacher <i>asked</i> Ba to give a report on book. Thanh's parents <i>allowed</i> her to go out</p>	<p>- explains</p>	<p>- listen and copy down</p>

<p>7'</p>	<p>with her friends. 3. Practice: <u>Task 1:</u> 1. to keep 2. to lock 3. to use 4. to know 5. watching 6. to go 7. waiting 8. having</p>	<p>- asks sts to do the exercises corrects</p>	<p>- do the exercises</p>
<p>10'</p>	<p><u>Task 2:</u> 2. Students couldn't wait to see their new teacher. 3. I happened to see your sister yesterday. 4. Do you fancy going for a walk ? 5. I tend to arrive at school five minutes early. 6. Peter can't stand getting up early in winter. 7. My group carried on seeking information for our class presentation. 8. I'll never forget visiting Ha Long Bay.</p>	<p>- instructs sts how to do this exercise - corrects</p>	<p>- write the answers on board. - listen and do</p>
<p>1'</p>	<p>III. Homework: Sts study lesson more at home and prepare unit two.</p>		

Date: **Unit 2: PEOPLE’S BACKGROUNDS**
 Period: 9 **Section:** Reading The 1st period

Aim: By the end of lesson the student will be able to appreciate the backgrounds of some famous people in Vietnam and in the world as well as improve their reading skill.

Lexical items: words related to the reading.

Grammar/ Struc: past simple tense

Teaching aids: pictures, posters, text book, projector (if possible)

Procedure:

Time	Stages and Contents	T’s activities	Ss’ activities
5’	<p><u>I. Warm-up:</u></p> <p>Picture 1 Picture 2 Picture 3 Picture 4 Picture 5 Picture 6</p> <p>a. Nguyen Huu Canh b. Louis Pasteur c. Yuri Gagarin d. Ernest Hemingway e. Charles Dickens f. Walt Disney</p>	<ul style="list-style-type: none"> ▪ Stick pictures 1-6. ▪ Get sts to work in two teams. ▪ Introduce new lesson. 	<ul style="list-style-type: none"> • Look at pictures. • Work in teams. • Listen.
13’	<p><u>II. Pre-reading:</u></p> <p><u>Vocabulary:</u></p> <p>vaccine (n): thuốc chủng vaccination (n): chủng ngừa rabies (n): bệnh dại pasteurization(n): tiệt trùng surgery (n): khoa phẫu thuật pioneer (n): người tiên phong</p> <p>a) Matching:</p> <p>Match the names of people in column A with relevant information in column B: (Page 23)</p> <p style="text-align: center;">Suggested answer: 1.d 2.g 3.f 4.a 5.h 6.b 7.e 8.c</p>	<ul style="list-style-type: none"> ▪ Elicit vocabulary. ▪ Get sts to work in pairs. 	<ul style="list-style-type: none"> • Listen and answer. • Work in pairs.
15’	<p><u>III. While-reading:</u></p> <p>b) Complete the table below:</p>		

10'	(Page 25)		<ul style="list-style-type: none"> ▪ Get sts to work in individuals. ▪ Get sts to compare the answers. ▪ Get sts to work in pairs. ▪ Get sts to work in two teams. 	<ul style="list-style-type: none"> • Work in individuals. • Compare the answers. • Work in pairs. • Work in two teams.
	People	Achievements		
	Louis Pasteur	<ul style="list-style-type: none"> • Inventing the process of pasteurization. •(1)..... •(2)..... 		
	(3).....	<ul style="list-style-type: none"> • Being a pioneer in liver surgery in Vietnam. • Creating a new technique for operating on the liver. 		
	<p>Suggested answers: (1) Being a world famous chemist (2) Developing a vaccine for rabies (3) Ton That Tung</p> <p>c) Answer the following questions: (Page 25)</p> <p>1. What did Louis Pasteur do to save people's lives? 2. Dr. Ton That Tung brought about a great change in liver operation. What is this change?</p> <p>Suggested answers: 1. He developed vaccines for several diseases including rabies. 2. 'Ton That Tung method' enables a liver operation to be completed in 4 to 8 minutes in stead of 3 to 6 hours as before.</p> <p>IV. Post-reading: Guessing game: Who is who? 1) Who is he? 1. Beside his work, he was also a poet. 2. He was recognized as the greatest of all playwrights in the world. 3. He was the writer of Romeo and</p>			

<p>2'</p>	<p>Juliet.</p> <p>2) Who are they?</p> <ol style="list-style-type: none"> 1. They are good examples for the youth about lifestyle and sacrifice. 2. They are both soldiers and one is also a doctor. 3. Their precious things are still remained are two interesting novels. <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. W. Shakespeare 2. 3. Dang Thuy Tram and Nguyen Van Thac. <p><u>V. Homework</u></p> <p>Summarize the achievements of Louis Pasteur and Ton That Tung.</p>	<p>▪ Give homework.</p>	<p>• Take notes.</p>
-----------	---	-------------------------	----------------------

Date:

Unit 2: PEOPLE’S BACKGROUNDS

Period: 10

Section: Reading The 2nd Period

Aim: By the end of lesson the student will be able to appreciate the backgrounds of some famous people in Vietnam and in the world as well as improve their reading skill.

Lexical items: words related to the reading.

Grammar/ Struc: past simple tense

Teaching aids: pictures, posters, text book, projector (if possible)

Procedure:

Time	Stages and Contents	T’s activities	Ss’ activities				
3’	<p>I. Warm-up: (Magic Hat)</p> <p>“ _____ ”</p> <p>A place located in a continent $\frac{3}{4}$ of its land is sand.</p> <p>Suggested answer: “South Africa”</p>	<ul style="list-style-type: none"> ▪ Instruct. ▪ Get sts to work in two teams. ▪ Introduce new lesson. 	<ul style="list-style-type: none"> • Listen. • Work in teams. • Listen. 				
15’	<p>II. Pre-reading:</p> <p>Vocabulary:</p> <p>apartheid (n): CN phân biệt chủng tộc</p> <p>antiapartheid (adj): chống phân biệt chủng tộc</p> <p>imprison (v): giam cầm</p> <p>imprisonment (n): sự giam cầm</p> <p>nonracial democracy (n.p): nền dân chủ không phân biệt chủng tộc</p> <p>a) Fill in the table:</p> <p>Complete the table below: (Page 25)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">People</th> <th>Achievements</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Nelson Mandela</td> <td> <ul style="list-style-type: none"> • Forming The Youth League of ANC to fight against apartheid • (4)..... • (5)..... • Becoming the first black </td> </tr> </tbody> </table>	People	Achievements	Nelson Mandela	<ul style="list-style-type: none"> • Forming The Youth League of ANC to fight against apartheid • (4)..... • (5)..... • Becoming the first black 	<ul style="list-style-type: none"> ▪ Elicit vocabulary. ▪ Get sts to work in pairs. 	<ul style="list-style-type: none"> • Listen and answer. • Work in pairs.
People	Achievements						
Nelson Mandela	<ul style="list-style-type: none"> • Forming The Youth League of ANC to fight against apartheid • (4)..... • (5)..... • Becoming the first black 						

		president of South Africa		
15'		<p>Suggested answers:</p> <p>(4) Addressing the conference of the Pan-Africa Freedom Movement of East and Central Africa</p> <p>(5) Sharing the Nobel Peace Price</p> <p>III. While-reading:</p> <p>b) Answer the following questions:</p> <p>1. Who was Nelson Mandela?</p> <p>2. How long was Nelson Mandela imprisoned?</p> <p>3. Why was he awarded the Nobel Peace Price with F.W. de Klerk?</p> <p>4. When did he become the first black president of South Africa?</p> <p>Suggested answers:</p> <p>1. He was an antiapartheid activist.</p> <p>2. He was imprisoned for 26 years.</p> <p>3. ... because he struggled to end apartheid and brought a peaceful transition to nonracial democracy in South Africa.</p> <p>4. He became the first black president of South Africa in 1994.</p> <p>IV. Post-reading:</p> <p>c) Discuss the contribution of a hero/heroine or a famous person in Vietnam: (Page 25)</p> <p>Prompts:</p> <p><u>Ex:</u> Professor Tran Dai Nghia</p> <p>★ being born on September 13, 1913 in Vinh Long</p> <p>★ the most uprisings against the French colonialists defeated were for the lack of necessary weapons.</p> <p>★ created the gun SKZ which destroyed the French concrete bunkers with the thickness of one</p>	<ul style="list-style-type: none"> ▪ Say the questions one by one twice. ▪ Get sts to repeat. ▪ Call one st to answer. ▪ Make a model. ▪ Get sts to, practicing speaking. ▪ Go around to help sts(if necessary). 	<ul style="list-style-type: none"> • Listen. • Repeat. • Answer. • Listen • Work in pairs.
10'				
2'			<ul style="list-style-type: none"> ▪ Get sts to work in groups. ▪ Call one st in each group to of their group. ▪ Give homework. 	<ul style="list-style-type: none"> • Work in groups. • Give ideas. • Take notes.

	<p>meter...</p> <p>V. Homework: Find the contribution of another hero/heroine or a famous person in Vietnam.</p>		
--	---	--	--

Date:

Unit 2: PEOPLE'S BACKGROUNDS

Period: 11

Section: Listening

Aim: By the end of the lesson, sts will be able to listen to a scientist's background and do the tasks of listening period.

Lexical items: words related to the listening.

Grammar/ Struc: past simple tense

Teaching aids: textbook, cassette player, tape

Procedure:

Time	Stages and Content	T's activities	Ss' activities
e	<p>1. Warm-up: Matching A (pictures) B (names)</p>	-Explain	-Play the game
	<p>2.Pre-listening: ◆New words: -quinine (n) kí ninh - quinquina : cây canh ki na - to bury: chôn cất ◆Pre- question: 1/ What cities do you think are shown in the picture? 2/ Who discovered the city in picture a? 3/ Who founded the Pasteur Institute in Nha Trang? <u>Keys:</u> 1. Da Lat and Nha Trang 2. Alexandre Yersin 3. Alexandre Yersin</p>	<p>-Teach some new vocabularies. (picture and example) - Show pictures or ask sts to look at 2 pics in the textbook. -Run through some words in 3 questions - Ask sts to discuss in group of 3 or4 and answer 3 questions - Get feedback</p>	<p>- Observe, answer and take notes. - Observe -take notes - group-work -Answer</p>
	<p>3.While – listening: *<u>True-False statements:</u> 1. Alexandre Yersin was born in France. 2. He graduated from a medical school in Paris. 3. His home is in Da Lat. 4. He built the Pasteur Institute in Da Lat. 5. He was buried in Switzerland. 6. He discovered Da Lat in the 18th century.</p>	<p>-Give instruction. -Run through the vocabulary -Ask sts to do the task individually by listening the tape(part A) and checking the</p>	<p>- Listen - take notes -Listen individually and check</p>

<p><u>Keys:</u> 1. F 2.T 3. F 4. F 5. F 6. F</p> <p>1. In Switzerland. 3. In Nha Trang 4. In Nha Trang 5. In Viet Nam 6. In the 19th century</p> <p>*Fill in the blank: <i>What happened to Yersin in the following years?</i> 1888: joined Dr. Louis Pasteur’s team 1891: ----- 1940:----- 1943:----- Keys: 1891: discovered Da Lat 1940: returned to France 1943: died in Nha Trang</p> <p>* Multiple Choice: <i>(5 sentences in the textbook)</i> Keys: 1 D 2B 3C 4B 5D</p> <p>4.Post-listening: In groups, talk about Yersin’s contributions to Viet Nam. Suggested ideas: He discovered Da Lat</p> <p>5.Homework: Write a short paragraph about Yersin’s life</p>	<p>answers(2 times) -Ask sts to compare the answers with their next friend. _Get feedback (listening sentence by sentence) _Call s.o to give the correct information of false statements. _Checking - Give instruction. _ Turn on the tape again(short parts) _ Ask sts to compare the answer _Get feedback -Give instruction - Run through the vocabulary - Ask sts to listen the part B individually _Get feedback _Checking _ Give instruction - Give some information - Ask sts to discuss in group of 3 or 4 _Call s.o to give ideas</p>	<p>- Compare - Answer - Observe _Listen individually _Compare _Answer -Observe - Take notes -Listen part B _Answer - correct _Listen _group work _Give ideas</p>
---	--	---

Date: **Unit 2: PEOPLE'S BACKGROUNDS**
 Period: 12 **Section: Speaking**

Aim: By the end of the lesson, sts will be able to talk about people's background by making questions and answers.

Lexical items: vocab in the pre-teach.

Gram/ Struc: past simple tense.

Teaching aids: textbook,

Procedure:

Time	Stages and Contents	T's activities	Ss' activities
3'	1. Warm-up: Interviewing -Where were you born? -When were you born? -What is your father/mother's job?	-Call some sts to interview _Ask to get the common point of those questions	-Answer _"the questions begun with "WH"
12'	2. Pre-speaking: <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <i>(Information in p. 27)</i> </div> Ex: Where was he born?	_Guide to new lesson _Ask sts to read information in p.27 - Run through some new words. -Ask sts to discuss in groups to make questions with "wh".	-Read individually -Take notes -Group-work
12'	3. While-speaking Keys: 1. Where was he born? <i>He was born in France.</i> 2. What is his job? <i>He was a famous chemist and biologist</i> 3. What was his contribution? <i>He developed vaccines for several diseases.</i> 4. When did he receive a doctorate?	-Give example. -Ask sts to practice speaking by making questions and answer in pairs. -Call some pairs to perform (close pairs to open pairs) _Correcting	_Observe -Pair-work Perform

<p>10'</p> <p>6'</p> <p>2'</p>	<p><i>In 1847</i></p> <p>5. What was he given? <i>A state funeral at the Cathedral of Notre Dame.</i></p> <p>★<u>Role play:</u> <i>Ask and answer about your favorite person's background.</i></p> <p>Suggested questions(p.28) Keys:(Sts's ideas)</p> <p>4. <u>Post-speaking:</u> Write 5 sentences about L.P's life .</p> <p>5. <u>Homework:</u> Write a paragraph about L.P's life</p>	<p>-Give instruction -Ask sts to do the task in pair, then perform in front of class. -Give instruction -Call s.o to read their answers _Correcting</p>	<p>_Pairwork. -Observe _Do the task in pairs. _Take notes</p>
--------------------------------	---	---	---

Date:

Unit 2: PEOPLE’S BACKGROUNDS

Period: 13 & 14

Section: Writing

Aim: By the end of the lesson, sts will be able to write a summary of a biography.

Lexical items: words related to the writing.

Grammar/ Struc: past simple tense

Teaching aids: Textbook, posters

Procedure:

Time	Stages and Content	T’s activities	Ss’ activities
	<p>1. Warm-up: Crossword (SUMMARY)</p> <p>◆ What does it mean? (tom tat)</p> <p>What is a summary? (being short, consisting of main points, written by your own words)</p> <p>How important is a summary? (helps us understand the text better...)</p>	<p>-Instruct</p> <p>-Ask to set the scene</p>	<p>-Play the game</p> <p>-Tell what they think</p>
	<p>2. Pre-writing:</p> <p>◆New words:</p> <ul style="list-style-type: none"> - to emigrate : di cư (picture) - to establish :to found (synonym) - to abandon :to give up (synonym) - to graduate : tốt nghiệp (picture+situation) - graduation (n) - a physician : a doctor (synonym) - a surgeon : bác sĩ ngoại khoa (explanation) <p>◆Check up: What and Where</p> <p>◆Read paragraph 1 and answer the following questions:</p> <p>1/ Where and when was Elizabeth Blackwell born?</p> <p>2/ At what age did she emigrate to New York City?</p> <p>3/ What did she want to become?</p> <p>4/ Was it easy or difficult for her to realize her dream in the 19th century?</p>	<p>-Teach vocabularies.</p> <p>-Take notes on the B</p> <p>-Help the SS read aloud</p> <p>-Run through</p> <p>-Explain</p>	<p>-Answer the eliciting questions</p> <p>-Copy</p> <p>-Repeat</p> <p>-Do the task individually</p>
	<p>Keys: 1.She was born in England in 1821.</p> <p>2. She emigrated to New York City when she was ten.</p>		

<p>3. She wanted to become a doctor. 4. It was difficult for her to recognize her dream because she was a woman in the 19th century.</p>	<p>-Get feedback</p>	<p>-Compare in pairs</p>
<p>◆ Sample Summary of Paragraph 1 Elizabeth Blackwell was born in England in 1821 and emigrated to New York City at the age of ten. She wanted to become a doctor but it was difficult for her to realize her dream in the 19th century.</p>	<p>-Correct</p>	<p>-Show their ideas -Take notes</p>
<p>3. While –writing:</p>		
<p>◆ Discuss and make questions on the main ideas of paragraph 2. Suggested answers:</p>	<p>-Give the instructions</p>	<p>-Notice</p>
<p>1. When did she graduate from medical school? 2. What did she want to be then? 3. Could she make her dream come true? 4. What did she founded?</p>		
<p>◆ Write a summary of paragraph 2 In 1849, after graduating from medical school, she wanted to be a surgeon. However, she couldn't because of a serious eye infection. She founded not only the first hospital for women and children in America but also the first medical school for women.</p>		
<p>4. Post-writing:</p>		
<p>In pairs, talk about Elizabeth Blackwell's biography</p>		
<p>5. Homework:</p>		
<p>Write a summary of a person you like (a singer, an actor/actress, a player...)</p>		

Date: Unit 2: PEOPLE’S BACKGROUNDS
 Period: 15 Section: Language Focus

Aim: By the end of the lesson, sts will be able to form compound adjs and use “wh” questions effectively.

Lexical items: Compound Adjective

Grammar/ Struc: Wh- Questions

Teaching aids: textbook, color chalks

Procedure:

Time	Stages and Content	T’s activities	Ss’ activities
3’	1. Warm-up: Ask about your teacher’s background, using wh- questions <div style="text-align: center; border: 1px solid black; border-radius: 50%; width: 40px; margin: 0 auto; padding: 5px;">WH_</div>	-Explain	-Play the game
12’	2. Word Study Compound adjectives <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Noun + Adj → Compound Adj</div> Ex: a/ Matching: (p. 29, textbook) Keys: 1b 2c 3a 4e 5d b/ Fill in the blank: (p.30, textbook) Keys: 1. man made 2. frost-free 3. world famous 4. duty-free 5. environment-friendly	-Introduce the form. -Write the form on the board. -Give example -Give instruction -Run through some new words -Ask sts to do the task in groups -Get feedback -Give instruction -Run through the vocabulary -Ask sts to work in pairs -Get feedback	-Take notes -Copy -Take notes -Listen -Take notes -Group-work -Answer -Listen -Take notes -Pair-work -Answer -Give answers
23’	3. Grammar: Wh-questions a. Introduction Remind (sts’ answers)		-Observe -Copy and notice

<p>2'</p>	<p>Ex: Who is your teacher? Where is your home?</p> <p>b/ Practice: i) Writing: Keys: 1. What is the most beautiful sights in Viet Nam? 2. How long is this street? 3. How did he answer the phone? 4. Why did they cancel their trip? 5. Whose new car is red?</p> <p>ii) Making questions: Keys: 1. What color would you like? 2. How old is your sister? 3. How far is your school from your house? 4. How did s/he answer the phone? 5. How is your boss?</p> <p>c/ Production: Talking Keys: (sts' answers)</p> <p>4. Homework: Write a dialogue about yours and your friend's daily routine by using "wh" questions.</p>	<p>-Ask sts to recall some "question words" -Guide to new lesson -Ask sts to copy the table in the textbook after explaining -Give examples. -Give instruction -Notice sts the underlined words and how to make different questions. -Ask sts to do the task in pairs. -Get feedback. -Give instruction -Notice sts the answer and how to make questions -Ask sts to work in pairs -Get feedback - Give instruction -Run through the vocabulary and explain the situations -Ask sts to discuss in pairs</p>	<p>-Copy -Listen -Notice -Pair-work -Get feedback -Listen -Notice -Pair-work -Answer _Observe -Take notes _Pair-work -Answer _Take notes</p>
-----------	---	--	---

		and make question -Call someone to give the answers -Correction	
--	--	--	--

Date:

TEST 45'

Period:16

Question 1: Listen to the talk and decide whether these statements are True (T) or False (F): (2ms)

- _____ 1. Elizabeth Blackwell was born in New York City.
 _____ 2. She wanted to become a doctor.
 _____ 3. It was possible for a woman in the middle of the 19th century.
 _____ 4. She taught at schools and gave music lessons to earn money.

Question 2: Read the passage and do the tasks that follow: (2,5ms)

Louis Pasteur is a world-famous French (1)_____. He invented the process of pasteurization and developed vaccines for several diseases including

rabies. By the time of his death in 1895, he had (2) _____ a national hero and had been honored in many ways. He was given a state funeral at the Cathedral of Notre Dame in Paris. There are Pasteur Institutes in some cities in Viet Nam where people can come to receive different kinds of vaccinations.

A. Fill in each blank with one word from the box: (1m)

institute chemist addressed technique become awarded

B. Answer the questions: (1,5ms)

1. What did Louis Pasteur develop?

→

2. When did he die?

→

3. Where can people come to receive different kinds of vaccinations?

→

Question 3: Grammar: (3ms)

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

1. Shakespeare is _____.

a. famous-world playwright b. world-famous playwright

c. playwright world-famous d. playwright famous-world

2. _____ did she buy at the store yesterday? – Some food.

a. Who b. When c. Why d. What

B. Put the verbs into the correct form: (1m)

1. The students enjoy (play) _____ soccer on the school yard.

2. It was a nice day. So we decided (go) _____ for a picnic.

C. Make questions from the underlined words: (1m)

1.

Morgan was born in 1973.

2.

He worked as a house manager at Stevenson Hotel.

Question 4: Writing: (2,5ms)

A. Arrange these words in correct order: (1,5ms)

1. his/ he/ afraid of/ Mr. Ba/ was/ because/ left-handed/ teacher/ was.

→

2. Da Lat/ the/ century/ Alexandre Yersin/ in/ discovered/ 18th.

→

3. new/ to open/ for/ women/ managed/ children/ a/ Elizabeth/ and/ hospital.

→

B. Write the answers about you: (1m)

1. Do you prefer team learning or individual learning?

→

2. What kind of people do you like working with?

→.....

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

Date:

CORRECTION OF TEST 45'

Period: 17

Question 1: True (T) or False (F)?Tapescript paragraph 1 page 28 textbook.(2ms)

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

Question 2: Read the passage and do the tasks that follow: (2,5ms)

A. (1) chemist (2) become

B. 1. He developed vaccines for several diseases including rabies.

2. He died in 1895.

3. People can come to receive different kinds of vaccinations at Pasteur Institutes in some cities in Viet Nam.

Question 3: Grammar: (3ms)

A. 1. b. world-famous playwright 2. d. What

B. 1. playing 2. to go

C. 1. When was Morgan born?

2. Where did he work as a house manager?

Question 4: Writing: (2,5ms)

A. 1. Mr. Ba was afraid of his teacher because he was left-handed.

2. Alexandre Yersin discovered Da Lat in the 18th century.

3. Elizabeth managed to open a new hospital for women and children.

B. 1. I prefer team learning/ individual learning.

2. I like working with people who are attentive/ cooperative/ active/ helpful.....

Date:

UNIT 3: DAILY ACTIVITIES

Period: 18 & 19

Section: Reading

Aim: By the end of the lesson, Ss will be able to get general and information about daily activities of a person.

Lexical items : words or phrases used in the lesson.

Teaching aids : textbook, pictures, posters.

Procedures:

Time	Stages and Content	T's activities	Ss' activities
5'	<p>I. Warm up:</p> <p>@. Questions:</p> <ol style="list-style-type: none"> 1. What time do you usually get up / have breakfast / ...? 2. How do you go to school? 3. Do you often have a nap after lunch? 4. What is your father's job? 5. How much does he earn a month? <p>@. Unit 3: DAILY ACTIVITIES</p> <p style="text-align: center;">(Reading)</p>	<p>- Ask some Ss.</p>	<p>- Listen and answer.</p>
8'	<p>II. Pre-reading:</p> <p>+ Vocabulary :</p> <ul style="list-style-type: none"> - to install (v) - commuter (n) - to punch (v) - to resume (v) = to start again - bonus (n) - promotion (n) - security (n) <p>* <i>Checking : R & R</i></p>	<p>- Introduce.</p> <p>- Follow the steps for presenting vocabulary.</p>	<p>- Listen.</p> <p>- Listen and take part in presenting vocabulary.</p> <p>- Copy down.</p> <p>- Do as the teacher tells.</p>
15'	<p>+ Pre-question:</p> <p>What does a teacher / a worker / a farmer / a doctor do every day?</p> <p>Suggestion:</p> <ul style="list-style-type: none"> • gets up • has breakfast • goes to the school/ factory/ field/ hospital • has lunch • goes home • ... 	<p>- Ask Ss to guess and give the suggested questions</p> <p>- Ask Ss to open their books and read silently.</p>	<p>- Guess and answer the teacher's questions.</p> <p>-Read the lesson quickly</p>

<p>15'</p>	<p>III. While-reading: + Complete the chart (page 33)</p> <ul style="list-style-type: none"> • Morning : _____ • Noon : _____ • Afternoon : _____ 	<p>- Get feedback & correct</p>	<p>- Get the information to complete the chart. - Copy down.</p>
<p>15,</p>	<p>+ Answer the following questions:</p> <ol style="list-style-type: none"> 1. How long does it take Yamada to travel to his factory? 2. How much is his annual net income? 3. Do workers in the text make full use of their overtime? Give examples to support your answer. 	<p>- Ask Ss to answer the questions. -Get feedback & correct: 1. 80 minutes. 2. ...18,000 dollars. 3. Yes they do.</p>	<p>- Work in pairs and give the answer</p>
<p>10'</p>	<p>+ Match the words in A with their definitions in B</p> <p style="text-align: center;">A</p> <ol style="list-style-type: none"> 1. commuter 2. stream 3. resume 4. bonus 5. promotion 6. count on 7. install <p style="text-align: center;">B</p> <ol style="list-style-type: none"> a. rely on b. the act of being raised to a higher rank c. fix equipment in position for use d. a person who travel into a city to work each day e. payment added to what is usual f. move in large numbers, one after another g. continue 	<p>After a short lunch, they don't take a nap but play games, chess or talk.</p> <p>- Ask Ss to work in pair</p> <p>-Get feedback & correct: 1. d 2. f 3. g 4. e 5. b</p>	<p>- Work in pairs and give the answer</p> <p>- Copy.</p>

<p>20'</p>	<p>IV. Post-reading : Discussion: <i>College education is not important to Yamada because the company gives him job security. Do you agree with his opinion? Why or why not?</i></p>	<p>6. a 7. c</p>	
<p>2'</p>	<p>V. Homework: Write (talk) about your daily activities.</p>	<p>- Ask Ss to discuss.</p> <p>- Give Ss the assignment.</p>	<p>- Work in groups. - Copy.</p> <p>- Listen</p>

Date: **UNIT 3: DAILY ACTIVITIES**

Period: 20 **Section: Listening**

Aim: Ss should know how to keep fit and avoid bad health habits.

Lexical items: words or phrases used in the lesson.

Teaching aids: textbook, pictures, cassette player, tape.

Procedure:

Time	Stages and Content	T's activities	Ss' activities
3'	<p>I. Warm up:</p> <ul style="list-style-type: none"> • Pictures. 	<p>-Put 2 pictures on the board and ask questions:</p> <ol style="list-style-type: none"> 1. What's (s)he doing? 2. What is good for us to keep fit: jogging or smoking? 	<p>-Watch -Listen and answer:</p> <ol style="list-style-type: none"> 1. She is jogging/smoking 2. Jogging.
10'	<ul style="list-style-type: none"> • Unit 3: DAILY ACTIVITIES (Listening) <p>II. Pre-listening:</p> <p>+ <u>Vocabulary</u> :</p> <ul style="list-style-type: none"> - diet (n) - appetite (n) - beauty secret (n) <p>* <u>Checking</u>: R & R</p> <p>+ TASK 1: Which of the following activities and health habits should a beauty queen acquire or do? Discuss with your partner.</p>	<p>- Introduce.</p> <p>- Follow the steps for presenting vocabulary.</p> <p>- Ask Ss to work in pairs to find the answer.</p> <p>- Get feedback.</p>	<p>- Listen.</p> <p>- Listen and take part in presenting vocabulary.</p> <p>- Copy down.</p> <p>- Do as the teacher tells.</p> <p>- Pair work.</p> <p>- State their ideas.</p>
20'	<p>III. While listening:</p> <p>+ TASK 2: Listen and check (V) the things Miss Lisa does.</p> <p>→ <i>Key: 1, 3, 5, 6, 7, 9 (the things she does)</i></p> <p>+ TASK 3: Listen again and write in the</p>	<p>- Play the tape.</p> <p>- Ask Ss for the answer</p> <p>- Give feedback & correct.</p> <p>- Ask Ss to read</p>	<p>- Listen - answer individually.</p> <p>- Listen & copy down.</p> <p>- Read</p>

	<p>blanks how often she does the activities. → Key: 1. once a week. 3. every morning. 5. four times a week 6. every day 7. every day. 9. once a day / every day.</p>	<p>the introduction. - Run through the sentences - Ask Ss to write the answer on the board. - Get feedback and play the tape - Correct and give comments</p>	<p>- Listen. - Group work - Listen. - Write the answer. - Work in groups.</p>
10'	<p>IV. Post-listening : Discuss the topic: “What do you often do and eat to keep fit?”</p>	<p>- Ask Ss to work in group of four. - Monitor - Call Ss to present their ideas - Give comments</p>	<p>- Do the task - Speak - Listen - Copy.</p>
2'	<p>V. Homework: Write a paragraph about your daily activities to keep fit.</p>	<p>- Give the assignment.</p>	

Date: **UNIT 3: DAILY ACTIVITIES**
 Period: 21 **Section: Speaking**

Aim: By the end of the lesson, Ss will be able to talk about daiotl activities of a secretary, a businessman or a singer

Lexical items: words related to the activities.

Grammar/Structure: the present simple tense

Teaching aids: textbook, handouts.

Procedure:

Time	Stages and Contents	T's activities	Ss' activities
5'	<p>I. Warm up: Questions:</p> <ol style="list-style-type: none"> 1. What do you do in your free time ? 2. Where do you usually go on Sundays? 3. Tell about your daily activities? <p>*Unit 3: DAILY ACTIVITIES (Speaking)</p>	- Ask.	- Listen & answer
10'	<p>II. Pre-speaking: + Complete the conversation between a journalist and Mai, a secretary of a trading company.</p> <p>.+ Practice the conversation.</p> <p><i>Possible answer:</i></p> <ol style="list-style-type: none"> 1. At 7.30 2. What do you often do in the morning? 3. meet the manager 4. and have a meeting 5. What time do you begin your work in the afternoon / continue working? 6. Are you busy in the afternoon? 7. arrange appointment for my boss 8. work on the computer/ write reports/ work in my group todiscuss our plans 9. Do you like your job? 	<p>- Ask Ss to work in pairs to complete the conversation.</p> <p>- Ask Ss to practice the dialogue with their partner</p> <p>- Practice with a good Ss.</p>	<p>- Do as the teacher tell.</p> <p>- Praticce.</p> <p>- Ask or answer</p>

<p>15'</p>	<p>III. While-speaking: + Interview partners : (businessman, singer) <ul style="list-style-type: none"> • A businessman’s activities. - having meetings - signing contracts - working on the computer - playing sports. - Reading documents - • A singer’s activities. - getting up late - having breakfast / lunch with friends - leading how to sing songs - going to the gym - attending a club - rehearing with his or her group. - + Report his/ her routines to class.</p>	<ul style="list-style-type: none"> - Ask Ss to take part in role play - Give the assignment. - Ask a some Ss to read/ write them on the board. - Correct. 	<ul style="list-style-type: none"> - Role play. - Write - Copy down. - Report
<p>13'</p>	<p>IV. Post-speaking : Write 5 sentences about what Ss often do on weekends.</p>	<ul style="list-style-type: none"> - Give the assignment. 	<ul style="list-style-type: none"> - Individual-work - Go to the board and write
<p>2'</p>	<p>V. Homework: Write 5 sentences: “What would you do if you had a week off?”</p>	<ul style="list-style-type: none"> - Ask some Ss to write their sentences. 	<ul style="list-style-type: none"> - Copy.

Date: UNIT 3: DAILY ACTIVITIESPeriod: 22 & 23 Section: Writing

Aims : - Ss write a letter of complaint about one of their daily activities.

- Writing skill:
 - + The form of a letter of complaint.
 - + Useful expressions.

Lexical items: words related to the activities.

Grammar/ Struc: the present simple tense

Teaching aids: textbook, handouts

Procedure:

Time	Stages and Contents	T's activities	Ss' activities
5'	I. Warm up: <ul style="list-style-type: none"> • <u>Questions:</u> <ol style="list-style-type: none"> 1. Have you ever gone on a tour? 2. Where did you go on your summer holiday? 3. Did you like that tour? • Unit 3: DAILY ACTIVITIES 	-Ask - Introduce	- Listen and answer - Listen.
17'	II. Pre-writing: + The letter. <i>The expected answer:</i> <ol style="list-style-type: none"> 1. Andrew complains about the poor condition of the book sent by ABC publisher. 2. He suggests that the publisher send him another copy. + Outline of a letter of complaint: <ol style="list-style-type: none"> 1. Greeting 2. Purpose of the letter 3. Suggestions 4. Closing 	- Have Ss read the letter (page 37) and answer the 2 questions that follow. - Get feedback and give the expected answer.	- Silent reading. - Give the answers. - Listen.
40'	III. While-writing: Dear ... We're students of ... We'd like to point out ...	- Explain the meanings of these expressions.	-Read useful expressions on page 37.

<p>28'</p>	<p>First the transportation is good, but ... Next ... not as in We hope that ...</p> <p>IV. Post-writing : Dear Sir / Madam, We're Students of Nguyen Du High school. We're writing to you about the tour of Ha Long last month. We'd like to point out a few things about the tour on July 15. <u>First the transportation was good, but the hotel rooms were not spacious and clean as advertised. Next the food was not tasty and it was poorly served.</u> Finally, the tour guide was not friendly or well-informed. I wonder if you'd mind looking into this matter and giving us convincing explanation. I hope that you will do something for compensation.</p> <p style="text-align: center;">Yours Le Van Minh Student</p> <p>Representative.</p>	<p>- Help Ss use the expressions in their letter.</p> <p>- Use a poster to show Ss the letter.</p> <p>- Call a good St to read the letter aloud and ask the class self-evaluate</p>	<p>- Discuss the tour of Ha Long Bay.</p> <p>- Make their own sentences.</p> <p>- Write down the letter on their notebooks.</p> <p>- self-evaluate.</p>
<p>2'</p>	<p>V. Homework: Write a letter to the headmaster to complain about the bad service of the canteen in your school. (about 80 words)</p>	<p>- Give the assignment.</p>	<p>- Copy down.</p>

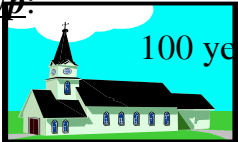
Date:

Unit 3: DAILY ACTIVITIES

Period: 24

Section: Language Focus

- Aim: After the lesson, students will be able to use compound adjectives and to do the exercises with some tenses.
- Lexical items: Compound Adjective
- Grammar and struc: the Present Simple, Present Progressive, Present Perfect and Past Simple.
- Teaching aids: Textbook, Pictures ...
- Procedure:

Time	Stages and Contents	T's activities	S' activities
3'	<p>@ Warm Up:</p>  <p>100 years</p> <p>- It is a house.</p>	<p>- Ask questions + Is it old or new? + How old is it? In other way, we can say: It's a one-hundred-year-old house.</p>	<p>- Answer + old + It is 100 years old.</p>
10'	<p>@Part 1: Word Study COMPOUND ADJECTIVES</p> <p>* <u>Example:</u> He is living in an apartment with two rooms. → He is living in a two-room apartment.</p> <p>* <u>Structure:</u> number+Sing.Noun → Compound Adj</p> <p>* <u>Possible Answer:</u></p> <p>1. My parents saw a 3-act play last night. 2. Peter bought a 15-piece tool set. 3. Margie has a 5-shelf bookcase. 4. <u>These are 20-dollar shoes.</u> 5. Daisy wrote a 10-page report.</p>	<p>- Show the picture of the house to explain the example and structure.</p> <p>- Ask students to read the examples in textbook and then do the exercise.</p>	<p>- Listen - Guess the meaning of compound adjectives. - Copy</p> <p>- Work in pairs.</p>
5'	<p>@ Part 2: Grammar <u>Revision of the Present Simple, Present Progressive, Present Perfect and Past Simple.</u></p> <p>1. The Present Simple:</p>		

	<p>S + V(s/es)</p> <p>2. The Present Progressive: S + am/ is /are + V-ing</p> <p>3. The Present Perfect: S + has / have + V_{3/ed}</p> <p>4. The Past Simple: S + V_{2/ed}</p>	<p>- Ask students to talk about these tenses: forms, usages.</p>	<p>- Group work</p>
<p>10'</p>	<p>Exercise a: (p.38) Use the correct form of the verb in parentheses (the present simple vs. the present progressive) to fill in each blank.</p> <p><u>Answer keys:</u></p> <ol style="list-style-type: none"> am thinking; cost; is looks; doesn't fit; don't know What are you doing? am looking think; is going; agree like; are you enjoying; love fall; do you go; doesn't make am staying; am looking; promise do you want; don't understand; are 	<p>- Give instructions</p> <p>- Ask students to do the exercise.</p> <p>- Get feedback</p> <p>- Correct</p>	<p>-Listen</p> <p>-Work in pairs</p> <p>Copy the correct answer.</p>
<p>5'</p>	<p>Exercise c: (p. 40 – 41) Use the correct form of the verb in parentheses (the present perfect vs. the past simple) to fill in each blank.</p> <p><u>Answer key:</u></p> <ol style="list-style-type: none"> Have you heard happened had fell broke did it happen told knew didn't you tell didn't see has had hit haven't seen was 	<p>- Give instructions</p> <p>- Ask students to do the exercise.</p> <p>- Get feedback</p> <p>- Correct</p>	<p>-Listen</p> <p>-Work in pairs</p> <p>-Copy the correct answer.</p>
<p>10'</p>	<p>* The word time and the present perfect: <u>Example:</u> You <u>are</u> in Ha Noi for the first time</p>		

2'	<p>in your life. You <u>have been in Ha Noi</u> once before twice before ☞ This is the first time <u>I've been in</u> the second time the third time <u>Ha Noi.</u> <u>Structure:</u> This is + word time + S + has/have + V_{3/ed} Exercise b: (p. 40) <u>Answer key:</u></p> <ol style="list-style-type: none"> 2. This is the second time the printer hasn't work. 3. This is the second time I've stayed in this hotel. 4. This is the fifth time I've missed the bus. 5. This is the third time I've lost my money. 6. This is the first time I've given a 15-minute talk in English. <p>@ Homework: Do the exercise, “ use of language” (from p.35 to p. 40, workbook)</p>	<p>-Write the example on the board and explain how to use the word time and the present perfect.</p> <p>-Ask students to do the exercise.</p> <p>-Get feedback -Correct</p>	<p>-Work in pairs -Practise the substitution drill.</p> <p>-Pair work</p> <p>-Copy the correct answer.</p>
----	--	---	--

Date: **UNIT 4: SPECIAL EDUCATION**
 Period: 25 **Section: Reading**

Aim: Ss learn about life of a famous disabled person.
 Lexical items: words related to the reading.
 Grammar/ Struc: the Present Simple, Past Simple tense.
 Teaching aids: pictures, textbook.
 Procedure:

Time	Stages and Content	T's activities	Ss' activities
3'	I. WARM UP: Jumbled words: 1. efab 2. lnidb 3. easldbid 4. tuem KEY: 1. deaf 2.blind 3.disabled 4.mute	- Calling Ss to go to the board and write the correct words	- Writing
15'	II. PRE- READING: 1. Chatting: Nguyen Dinh Chieu Special School for the Blind. 2 a. Name some special schools you know: 2 b. Textbook b1,2 p 42 b1: These two persons.... b2: The people in the picture.... 3. Pre-teach Vocab: Dedicated: (adj): (situation) Pump: (v): (mime) Alphabet code: (phr.): (translation) Painstakingly: (adv)(translation) Consciousness: (n): (example)	-Introducing the name of a special school. - Asking Ss to name - Asking Ss to guess. - Eliciting - Modeling - Writing	- Listening - Naming -Guessing and speaking up - Listening - Repeating - Copying
15'	Checking: R & R III. WHILE READING: Part b: p 45: Which of the following ideas.... Key: A Part c: p 45: Answer the following questions:	- Asking Ss to work in groups, read & choose.	- Working in groups

<p>10'</p>	<p>1. What happened to Helen at the age of six? 2. How old was she when she first met Anne Sullivan? 3. What kind of language had Helen Keller learnt before Braille? Key: 1.She was blind and deaf. 2. She was seven years old. 3. She had learnt sign language.</p>	<p>- Asking Ss to read the text and answering the questions in pairs.</p>	<p>- Working in pairs, asking & answering.</p>
<p>2'</p>	<p>IV. POST READING: Part d p 45: Helen Keller’s disabilities and her efforts to overcome</p> <p>V. HOMEWORK: Reading A p 44 (workbook)</p>	<p>- Asking Ss to work in group & discuss. - Asking</p>	<p>- Discussing in group. - Listening</p>

Date:

UNIT 4: SPECIAL EDUCATION

Period: 26

Section: Reading

Aim: Ss learn about Helen Keller’s efforts to overcome her disabilities and her success.

Lexical items: words related to the reading.

Grammar/ Struc: the Present Simple, Past Simple tense

Teaching aids: pictures, textbook.

Procedure:

Time	Stages and Content	T’s activities	Ss’ activities
3’	<p>I. WARM UP: Look at the Braille Alphabet, describe these words: 1. Effort 2. Struggle 3. Success 4. Overcome</p>	- Calling Ss to go to the board and describe	- Describing
15’	<p>II. PRE- READING: Part: b3 p 42; part: c p 43. Key: b3: The Braille Alphabet. c: 1. The blind 2. The deaf 3. The mute. 3. Pre-teach Vocab: Master:(v): (situation) Preparatory: (adj): (example) Interpret : (v)(synonym) Remarkable: (adj): (translation) Checking: R & R</p>	- Asking Ss to answer - Eliciting - Modeling - Writing	- Listening& answering - Listening - Repeating - Copying
15’	<p>III. WHILE READING: Part a: p 44: Put the following events..... Key: 1. She was born in 1880 2. She became blind and deaf.. 3.She met Dr. Alexander Graham Bell. 4.She met Anne Sullivan.</p>	- Asking Ss to work in group, read & rearrange.	- Working in group

<p>10'</p> <p>2'</p>	<p>5. She learnt Braille.</p> <p>6. She graduated from Radcliffe College.</p> <p>7. She gave lectures and traveled to many countries</p> <p>Part c: p 45:</p> <p>Answer the following questions:</p> <p>4. What does the phrase "cum laude" in the third paragraph mean?</p> <p>5. What was the role of Anne Sullivan during Helen's years at college?</p> <p>Key: 4. It means "with honors".</p> <p>5. She was a companion and interpreter who helped Helen understand lessons and discuss in class.</p> <p>IV. POST READING:</p> <p>Part d p 45:</p> <p>The significance of Helen Keller's success.</p> <p>V. HOMEWORK:</p> <p>Reading B p 45 (workbook)</p>	<p>- Asking Ss to read the text and answering the questions in pairs</p> <p>- Asking Ss to work in group & discuss.</p> <p>- Asking</p>	<p>- Working in pairs, asking & answering</p> <p>- Discussing in groups.</p> <p>- Listening</p>
----------------------	---	---	---

Date:

UNIT 4: SPECIAL EDUCATION

Period: 27

Section: Listening

Aims: By the end of the lesson, ss will be able to listen to some institutes in the USA.

Lexical items: found, visually impaired, reflect, commitment, interpreters.

Grammar/ Struc: past simple tense.

Teaching aids: tape, posters, a map.

Procedures:

Time	Stages and Contents	T's activities	Ss' activities
3'	<p>I. Warm-up:</p> <ul style="list-style-type: none"> • <i>Shark attack:</i> <p>-----</p> <p>INSTITUTE</p> <ul style="list-style-type: none"> • <i>Introduction:</i> 	<ul style="list-style-type: none"> - Tell ss how to play game 	<ul style="list-style-type: none"> - Listen - Play game
10'	<p>II. Pre-listening:</p> <ul style="list-style-type: none"> • <i>Vocabulary:</i> - found (v) - visually impaired (adj) - reflect (v) - commitment (n) - interpreter (n) <p>* <i>Task a:</i> Locate the states of New York and Alabana.</p> <p>Key:</p> <ol style="list-style-type: none"> 1. New York: in the North East of the USA. 2. Alabana: in the South East of the USA. 	<ul style="list-style-type: none"> - Introduce the lesson - Present the vocabulary. - Ask ss to work in groups 	<ul style="list-style-type: none"> - Listen - Look, guess, listen, repeat, and copy the words - Locate the states of New York and Alabana.
18'	<p>III. While-listening:</p> <p>* <i>Task b:</i> Fill in the blank.</p> <p>Key:</p> <ol style="list-style-type: none"> 1. The New York Institution for the Blind. 2. blind or visually impaired. 3. 1832 4. early in the twentieth century. 	<ul style="list-style-type: none"> - Turn on the cassette - Give the key - Feed back 	<ul style="list-style-type: none"> - Listen - Compare the answers

	<p>* <i>Task c:</i> True/ False statements</p> <p>Key:</p> <p>1. T</p> <p>2. F in 1858</p> <p>3. F It has regional centers across the State of Alabana.</p> <p>4. T</p>	<p>- Turn on the cassette.</p> <p>- Give the key</p> <p>- Feed back</p>	<p>- Listen and choose T or F.</p> <p>- Speak the answers and correct the false statements.</p>
12'	<p>IV. Post-listening:</p> <p>* <i>Task d:</i> Discuss and prepare an oral report of each part.</p>	<p>- Ask ss to work in groups</p>	<p>- Discuss and Speak.</p>
2'	<p>V. Homework:</p> <p>Prepare the background for a disabled person who is successful in life.</p>	<p>-Assign tasks to Ss.</p>	<p>- Listen and take notes.</p>

Date:

UNIT 4: SPECIAL EDUCATION

Period: 28

Section: Speaking

Aim: By the end of the lesson, ss can give opinions on problems of disabled children.

Lexical items: words related to the speaking

Grammar : the present simple.

Teaching aids : pictures, text book.

Procedure :

Time	Stages and Content	T's activities	Ss' activities
3'	<u>I. Warm- up:</u> (Picture on p.46)	- show the picture and ask questions: *What is she doing? Can she see the words? *Is she happy with that?	- look at the picture and answer the questions.
10'	<u>II. Pre-speaking :</u> * <u>Vocabulary</u> -walking stick (picture) -hearing aids (explanation) -gestures (example) -communicate(v)-communication(n) (explanation) * <u>Checking</u> :what and where	- set the scene - follow the steps for presenting vocabulary.	- listen - follow their teacher. -play the game
10'	+ <u>Task 1:</u> Fill in the conversation about a visually impaired girl. <u>Key</u> : 1. difficulty seeing 2. walking stick 3. see 4. Braille, a pattern of raised dots that are felt with fingers to help the blind read.	- ask ss to give difficulties of blind, mute and deaf students. -ask ss to read the text and fill in the blanks. -correct -read the text. -call some pairs to read before class.	- give the difficulties. -read and fill in, compare with their partner. -listen and repeat. - read loudly.
10'	<u>III. While- speaking:</u> + <u>Task 2</u> : Talk about a mute and deaf ss in the same way as the dialogue above. (group work)	- model the prompts.	- listen - listen and repeat.

<p>10'</p> <p>2'</p>	<p>IV. <u>Post- speaking:</u> <u>Task 3</u> : discuss the problems of the deaf and mute in their daily life and how they overcome them.</p> <p>V. <u>Homework:</u> -Learn heart vocabulary -Re-practise speaking at home.</p>	<ul style="list-style-type: none"> -ask ss to replace and talk in group. -walk around for help. -call each group to present before class. - Divide class into 4 groups. - walk around. - call ss to speak out. - give points. 	<ul style="list-style-type: none"> - replace and talk with their partners. - present the conversation. - Work in groups. - present in front of the class. - listen
----------------------	--	--	---

Date:

UNIT 4: SPECIAL EDUCATION

Period: 29 & 30

Section: Writing

- Aim: Ss can fill a registration form
- Lexical items: word related to registration form
- Grammar: simple present tense
- Teaching aids : poster and textbook
- Procedure:

Time	Stages and content	T's activities	Ss' activities
10'	<p>I. <u>Warm up:</u> Brainstorming <u>Registration form</u> – name Questions Name the parts of a registration form.</p>	<p>- give the game on the board - ask ss to write</p>	<p>- think the answer - go to the board and write</p>
10'	<p>II. <u>Pre-writing:</u> Pre-teach vocabulary - home country - passport home - general English - intensive English - Academic English course</p>	<p>- follow the steps for presenting voc.</p>	<p>- listen to the teacher - copy</p>
10'	<ul style="list-style-type: none"> • Model form: Poster in the textbook. 		
10'	<ul style="list-style-type: none"> • Some acronyms TOEFL : Test of English as a Foreign language. IELTS : International English Language Testing System TOEIC: Test of English for International Communication 	<p>- introduce and explain some acronyms</p>	<p>- know and copy them.</p>
10'	<p>Period 2 III. <u>While-writing</u> 1. a. Discuss to choose the course and fill the registration form. b. Scan the dialogue to decide the information of the course and fill it.</p>	<p>- ask ss to discuss - ask ss to read the dialogue - ask ss to work</p>	<p>- think themselves - read quickly - work in pair</p>

15'	2. Fill the complete information. Poster in the textbook	in pair - check the ss answers	- fill the information - compare their answers.
15'	IV. <u>Post-writing:</u> Read the text and complete the questionnaire with information about Nguyen Thi. * Key: - Nguyen Thi - October 21 st - I want to improve my English - The first day - Vietnamese	- divide ss into some groups - ask ss to do the exercise - correct the mistakes	- read carefully - give the information and show their answers
5'	V. <u>Homework:</u> Write all the exercises of writing	- ask ss to do the exercises	- do it at home.

Date: **UNIT 4: SPECIAL EDUCATION**

Period: 31 **Section:** Language focus

- * Aim: By the end of the lesson, Ss will be able to do the exercise
- * Lexical items: adjust, criticism, war veteran, to be touched, handicraft
- * Grammar/ Struc:
- * Teaching aids: Pictures, textbook
- * Procedures:

⌚	Stages and Content	T's activities	Ss' activities
3'	<p>➊ Warm-up: Picture guessing</p>	<p>- Gives instructions</p> <p>- Groups the class</p> <p>- Asks ss to play the game</p>	<p>- Listen carefully</p> <p>- Play the game</p>
10'	<p>☞ <u>Set the scene of the title :</u></p> <p>➋ <u>PRESENTATION :</u></p> <p>① <u>Pre-teach vocabulary :</u></p> <p>-adjust (v) : ()</p> <p>-criticism (n) : ()</p> <p>-war veteran (n) : ()</p> <p>-to be touched (exp) : ()</p> <p>-handicraft (n) : ()</p> <p>② <u>Checking :</u> rub out and remember</p>	<p>- Elicits</p> <p>- Follows the steps to present new words</p>	<p>- Listen</p> <p>- Repeat</p>
10'	<p>➌ <u>TASK 1: Adjs used as nouns</u></p> <p>Ex: The poor are poorer and the rich get richer</p> <p>The +(old/ young, poor/ rich, living/ dead, brave/ cowardly, blind/ mute, deaf, wicked/ handicapped/ disabled...)</p> <p>→ people</p> <p>Exercise a</p> <p>Keys: 1-A, 2-N, 3-A, 4-N.</p> <p>Exercise b</p> <p>Keys:</p> <p>1-the old, 2-old, 3-the young, 4-young, 5-brave, 6-the brave, 7-disabled, 8-the disabled, 9-dead, 10-the dead</p>	<p>- Sets the example on the BB</p> <p>- Asks ss to tell the difference</p> <p>- Ask ss to do the exercise</p> <p>- Ask ss to compare with partner</p> <p>- Check</p>	<p>- Listen</p> <p>- Tell</p> <p>- Do</p> <p>- Compare</p>

<p>20'</p>	<p>➤TASK 2 :Revision of the past simple and past perfect Ex: This morning I (have) breakfast before I (go) to school. Keys: had had-went Ex: She (say) that she (learn) English before. Keys: said-had learned</p> <p>Exercise a Keys: 1.Had Helen Keller learned 2. was 3.tapped out 4.had learned 5.was 6.could 7.did she learn 8.was.</p> <p>Exercise b: Keys: 1.visited 2.had informed 3.had planned 4.arrived 5.showed 6.took 7.had 8.were 9.told 10.had been</p> <p>Exercise c: Keys :</p> <p>1.When I was young, I often played hide and seek 2. Helen Keller was a gifted and patient woman who overcame her disabilities to be a successful person. 3.The guest speaker gave a talk after he had finished his visit 4. He had been at this special school before 2000. 5. After he had finished middle school in his town, he moved to a big city and studied in a high school.</p>	<p>- Ask ss to do the exercise</p> <p>- Ask ss to compare with partner</p> <p>- Check</p> <p>- Gives comment on the period</p> <p>- Sets homework</p>	<p>- Do</p> <p>- Compare</p> <p>-Listen and copy down the homework</p>
<p>2'</p>	<p>◆ <u>Homework</u> : Exercise a/b/c/d (p 48→50) exercise book</p>		

Date:

CONSOLIDATION 1

Period: 32

Sections: Listening, Vocabulary, Grammar

✳ Aim: By the end of the lesson, Ss will be able to listen, review vocabulary and grammar in the previous units.

✳ Lexical items: vocab from unit 1 to unit 4.

✳ Grammar/ Struc: tenses, verb forms.

✳ Teaching aids: cassette tapes, blackboard

✳ Procedures:

⌚	Stages and Content	T's activities	Ss' activities
15'	<u>I. Listening:</u> a) 1. 1831 2. between 3 and 21 3. Yes, there are b) 1. C 2. B 3. B 4. B 5. A	- asks Ss to listen and answer the qs. -asks Ss to choose the best answer.	- listen and answer. -listen and choose A, B, C or D.
15'	<u>II. Vocabulary:</u> a) 1. admission 2. effectively 3. honored 4. awarded 5. promotion 6. routinely 7. foundation 8. gifted 9. occupation 10. registration b) 11. A 12. D 13. B 14. B 15. D 16. D 17. B 18. A 19. B 20. C	- gets Ss to write the proper form of the word. -Ask ss to choose the correct word.	-change the word into N, V, Adj or Adv form. -circle the correct answer.
15'	<u>III. Grammar and Structure:</u> a) 1. Have you ever heard; became 2. invented; was; developed 3. was Pasteur appointed; (had)received 4. did Marie announce; obtained 5. helped; was 6. did Helen Keller master 7. were developed 8. haven't seen; met 9. did you go; went; Have you ever been 10. have come	- Ask Ss to put the verbs in the correct tenses. - has Ss give the correct form	- put the verbs in the Past sim, present per or the past per. -write the

	b) 11. working 13. to keep singing 15. playing; to buy 17. to come 19. to take <u>IV. Homework :</u> Prepare for Reading and Writing.	12. reading 14. dancing and 16. going 18. to lock 20. buying	Gerund or To Inf - Asks ss to prepare the exercise.	verbs in the V-ing or To inf forms. -Listen and take notes.
--	--	--	--	---

Date:

CONSOLIDATION 1

Period: 33

Sections: Reading, Writing

✳ Aim: By the end of the lesson, Ss will be able to read a text to do T/ F and questions exercises, write a summary of a story.

✳ Lexical items: vocab from unit 1 to unit 4.

✳ Grammar/ Struc: present simple tense, past simple tense.

✳ Teaching aids: textbook, blackboard

✳ Procedures:

⌚	Stages and Content	T's activities	Ss' activities
20'	<p><u>I. Reading:</u></p> <p>a) 1. T 2. T 3. F 4. T 5. T 6. F</p> <p>b) 1. Audio tapes, video tapes, computers,..</p> <p>2. Doing simple tasks such as picking out appropriate block, using the phone, or buying a loaf of bread,</p> <p>3. Special education teachers.</p> <p>4. Special education schools.</p>	<p>- asks Ss to read and check T/ F.</p> <p>-asks ss to answer the questions.</p>	<p>- read and choose True or False.</p> <p>-reread the text and write the 4 answers.</p>
25'	<p><u>II. Writing:</u></p> <p>a) Eliciting questions:</p> <p>1. Who did the man talk to?</p> <p>2. What book did he want to find?</p> <p>3. Why was the librarian very pleased?</p> <p>4. Did the man take the book out?</p> <p>Why or why not?</p> <p>b) Write a summary, based on the important facts in the text.</p> <p>Key: A young man talked to an old librarian. He wanted to find a book about Greek history. The librarian was very pleased because she always trying to ask young people to take out books on Greek history. Finally, the man did not take out the book because he just wanted to telephone the girl he met on the bus.</p> <p>c) Correction.</p> <p><u>III. Homework :</u></p>	<p>- gives some eliciting questions.</p> <p>-Ask Ss to write a summary.</p> <p>-Corrects.</p> <p>-Sets homework.</p>	<p>-answer.</p> <p>-pairwork.</p> <p>-work with the teacher.</p> <p>-Listen and take notes.</p>

	Prepare for Test 45'		
--	----------------------	--	--

Date:

TEST 45'

Period: 34

Question 1: Listen to the talk and fill the missing word in each blank: (2,5ms)

At the age of six, the half-wild, deaf, and (1) _____ Helen Keller was taken by her parents to (2) _____ Dr. Alexander Graham Bell to find some way of helping her. As a result of the visit, she met her first and lasting (3) _____ Anne Sullivan a year later, on March 3, (4) _____. It was Ms. Sullivan, a (5) _____ and loving teacher, who helped Helen break through her world of silence.

Question 2: Read the passage and do the tasks that follow: (2,5ms)

Yamada is working for Kawada Company and his job is installing pipes in cars. Every morning he gets up at 5:15 and has a big breakfast with eggs, vegetable soup, rice and green tea. At 5:55, he leaves his two-room apartment to walk to the commuter train station while his children are still sleeping. He gets on the train at 6:30 and gets off seventy minutes later at Hyogo Station, a few blocks from his factory to have his card punched five minutes before the bell rings.

A. Circle the best answer: (1,5ms)

- The word "*install*" in line 1 means.....
 - reply on
 - fix equipment for use
 - move in large numbers
 - continue
- How many rooms are there in his apartment?
 - three
 - one
 - two
 - four
- What time does he arrive at Hyogo Station?
 - 7:40
 - 5:55
 - 6:30
 - 5:15

B. Answer the questions: (1m)

- What does Yamada have for his breakfast?
→.....
- Where is he working?
→.....

Question 3: Grammar: (2,5ms)**A. Choose the word or phrase that best completes each sentence:** (1,5ms)

- _____ in my neighborhood are well cared for by the authorities.
 - disabled
 - the disabled
 - disabled people
 - b & c are correct
- Nelson Mandela _____ the first black president of South Africa in 1994.
 - becomes
 - became
 - had become
 - has become
- Pasteur was appointed Professor of Chemistry after he _____ a doctor of Science degree.
 - is receiving
 - receives
 - has received
 - had received

B. Rewrite this sentence, using Compound Adjective: (0,5m)

- I have a book with 200 pages.

→I have a.....

C. Put the verb into the correct tense: (0,5m)

5. This is the first time I (come)..... to Ha Noi.

Question 4: Read the text and fill in the form below: (2,5ms)

Tran Sinh is a Vietnamese high school student. He was born on January 12, 1990 in Ha Noi. He studies English because he wants to win a scholarship to study abroad. He is living with his family at 81 Le Loi Street, Hoan Kiem District, Ha Noi. His telephone number is 04-8232043.

IGE LANGUAGE CENTER	
Registration Form	
1.	Name: _____
2.	Occupation: _____
3.	Address: _____
4.	Course to register: _____
5.	Date of birth: _____

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

Date:

CORRECTION OF TEST 45'

Period: 35

Question 1: Listening: (2,5ms) Tape script Paragraph 1 page 43 Textbook.

(1) blind (2)see (3)teacher (4)1887 (5)dedicated

Question 2: Read the passage and do the tasks that follow: (2,5ms)

A. 1. b. fix equipment for use 2. c. two 3. a. 7:40

B. 1. Yamada has eggs, vegetable soup, rice and green tea for his breakfast.

2. He is working for Kawada Company.

Question 3: Grammar: (2,5ms)

A. 1. d. b & c are correct 2. b. became 3. d. had received

B. 4. I have a 200-page book.

C. 5. have come

Question 4: Read the text and fill in the form below: (2,5ms)

IGE LANGUAGE CENTER

Registration Form

1. Name: *Tran Sinh*
2. Occupation: *Student*
3. Address: *81 Le Loi Street, Hoan Kiem District, Ha Noi*
4. Course to register: *English*
5. Date of birth: *January 12, 1990*

Date:

UNIT 5: TECHNOLOGY

Period: 36 & 37

Section: Reading (The 1st period)

Aim: Students can understand something about modern technology.

Lexical items: Words of subjects about technology.

Grammar/ Struc: present tenses, used to.....

Teaching aids: Textbook, pictures, posters

Procedure:

T	Stages and Content	T's activities	Ss' activities
5'	<p><u>I. Warm-up:</u> What is it? shows pictures on p.62</p> <p>➔Lead to the lesson 'Unit 5: Technology '</p>	- look at pictures on	- p.62
10'	<p><u>II. Pre-reading:</u> *Pre-teach vocabulary: -multifunctional (a) -tester -scale (n) -browse -depict</p>	- explanation translation - model	- listen - repeat
10'	<p>*Check the vocabulary a) Match the objects with their names</p> <p>Keys: 1.g 2.f 3.a 4.h 5.c 6.e 7.d 8.j 9.i 10.b</p>	- asks ss to do exercise on p.62	- individual ➔ pairwork
15'	<p>b) Work with a partner to answer the following questions Keys: a. digital audio player, computer b. digital audio player, computer c. digital camera, computer d. washing machine, vacuum cleaner e. microwave oven, blender f. CT scanner, blood pressure monitor g. Air conditioner</p>	- asks ss to do exercise on p.63	- pairwork

	<u>III. While-reading (period 2)</u>		
10'	Task a: Choose the best title for the reading passage Keys: 2. Living with Modern Technology	- controls the class corrects	- work in pair
10'	Task b: Answer the following questions Keys : 1. It's a machine that serves many purposes, the device that Ben uses can brush his teeth, clean his face, and comb his hair 2. Ben's health values are taken so that the bridge can prepare the meals suitable for his health 3. He browses the Web 4. He feels envious of all the modern technology Ben's enjoying 5. used to work six days a week, a CPU used to be connected to a monitor, a mouse, and a keyboard; life was busy but full of fun	- give instruction - corrects	-listen & work in pair - copy
10'	Task c (p64, 65)	- gives instruction	- pairwork
12'	<u>IV. Post reading</u> Do you think Ben's life is enjoyable? Why or why not?	- gives instruction - Asks ss to work in groups.	- listen - groupwork
3'	<u>V. Homework :</u> Learn by heart voc Prepare the next lesson 'Listening'		

Date:

UNIT 5: TECHNOLOGY

Period: 38

Section: Listening

Aims: listen to the operations of a technical device: a digital camera.

Lexical items: parts of a digital camera.

Grammar/ Struc: Imperatives.

Teaching aids: pictures.

Procedures:

Time	Stages and Contents	T's activities	Ss' activities
3'	<p>I. Warm-up:</p> <ul style="list-style-type: none"> Shark attack: <p>-----</p> <p>cameras</p> <ul style="list-style-type: none"> Introduction: 	<ul style="list-style-type: none"> Tell ss how to play game 	<ul style="list-style-type: none"> Listen Play game
10'	<p>II. Pre-listening:</p> <ul style="list-style-type: none"> Vocabulary: <ul style="list-style-type: none"> power button (n) shutter button (n) lens (n) zoom button (n) mode dial (n) to click * Task a: Name different parts of a digital camera: <p>Key: 1. shutter button 2. lens 3. mode dial 4. power button 5. zoom button 6. LCD screen</p> Run through the pictures of task b and the questions of task c 	<ul style="list-style-type: none"> Introduce the lesson <p>Picture Picture Picture Picture Picture Mime</p> <ul style="list-style-type: none"> Ask ss to work in groups 	<ul style="list-style-type: none"> Listen Look, guess, listen, repeat, and copy the words Name parts of a camera (realia)
18'	<p>III. While-listening:</p> <ul style="list-style-type: none"> * Task b: Put the pictures in the order of the steps John suggests: <p>Key: 1. c 2. a 3. d 4. b 2.</p> 	<ul style="list-style-type: none"> Turn on the cassette Give the key 	<ul style="list-style-type: none"> Listen Compare the

<p>12'</p> <p>2'</p>	<p>* <i>Task c:</i> Answer the questions: Key: 5. Her father 6. A dog 7. John advises Lisa to hold the camera firmly with both hands and position the dog in the LCD screen. 8. The sound <i>click</i> is heard</p> <p>VI. Post-listening: Look at the pictures again and tell your partner how to take photos</p> <p>V. Homework: Write the instructions to use a camera</p>	<p>- Feed back</p> <p>- Ask ss to work in pairs</p>	<p>answers</p> <p>- Listen again and answer the questions</p> <p>- Speak the answers</p> <p>- Speak</p>
----------------------	---	---	---

Date:

UNIT 5: TECHNOLOGY

Period: 39

Section: Speaking

- * Aim: Talking about new technology in daily life and uses of modern inventions.
- * Lexical items : words / phrases of modern inventions .
- * Gram/struc: would/wouldn't +inf.
- * Teaching aids : pictures ,textbook
- * Procedure:

Time	Stages and Content	T's activities	Ss' activities																		
3'	<p>I. Warm up: Matching</p> <table border="0"> <tr> <td style="text-align: center;"><u>Pictures</u></td> <td style="text-align: center;"><u>Words</u></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>a. microwave oven</td> <td rowspan="6">-asks sts to work in groups about 3 or 4 students to match the pictures with the words</td> <td rowspan="6">- groupwork</td> </tr> <tr> <td>2</td> <td>b. computer</td> </tr> <tr> <td>3</td> <td>c. washing machine</td> </tr> <tr> <td>4</td> <td>d. digital audio player</td> </tr> <tr> <td>5</td> <td>e. blender</td> </tr> <tr> <td>6</td> <td>f. air conditioner</td> </tr> </table>	<u>Pictures</u>	<u>Words</u>			1	a. microwave oven	-asks sts to work in groups about 3 or 4 students to match the pictures with the words	- groupwork	2	b. computer	3	c. washing machine	4	d. digital audio player	5	e. blender	6	f. air conditioner		
<u>Pictures</u>	<u>Words</u>																				
1	a. microwave oven	-asks sts to work in groups about 3 or 4 students to match the pictures with the words	- groupwork																		
2	b. computer																				
3	c. washing machine																				
4	d. digital audio player																				
5	e. blender																				
6	f. air conditioner																				
10'	<p>II. Pre-speaking</p> <p>*Vocabulary:</p> <p>-appliance (n) -cell phone (n) -to revolutionize → revolution (n)</p> <p>☆Task 1: <i>Nam and his friends are talking about modern equipment. Complete the blanks with the words in the box below.</i></p> <p>Keys:</p> <p>Nam : <u>In</u> my opinion..... Hoa : I <u>would</u> say that..... Tuan : To my <u>mind</u>,..... Peter: I <u>don't believe</u> that..... Alice : As I <u>see</u> it..... Nga : I <u>would</u> say.....</p>	<p>- presents some vocab</p> <p>- models</p> <p>- asks sts to work in pairs to complete the blanks</p>	<p>- listen and repeat</p> <p>- copy</p> <p>- pairwork</p>																		

15'	<p>III. While-speaking</p> <p>✧<i>Task 2: Work with a partner. Talk about other kinds of devices, using the prompt below.</i></p> <p>Keys:</p> <p>1.(As I see it),the cell phone is convenient to make phone calls as it is small and portable .It's smaller and lighter than a land line phone.</p> <p>2. (I would say) the cell phone is very annoying when its users speak too loud in public.</p> <p>3. (I believe that) the digital camera can record people's happy moments and friends' and relatives' images.</p> <p>4. (To my mind) the electronic computer can help students do calculations quickly and accurately.</p> <p>5. (I would say that) the washing machine isn't suitable for ao dai's and men's suits.</p>	- asks sts to work in pairs to talk about other kinds of devices	- pairwork
15'	<p>IV. Post-speaking</p> <p>★<i>Discussion: Think of a device (e.g. refrigerator, TV set, fax machine,) and tell your partner your opinion on its use.</i></p>	-asks sts to work in groups to discuss about a device	- groupwork
2'	<p>V. Homework</p> <p>Learn all new words in the previous part to prepare writing part.</p>		

Date:

UNIT 5: TECHNOLOGY

Period: 40 & 41

Section: Writing

- I. Aim: giving instructions
- II. Lexical items: words/ phrases used in instructions
- III. Grammar: Chronological conjunctions
- IV. Teaching aids: textbook, pictures
- V. Procedure:

Time	Stages and Content	T's activities	Ss' activities
5'	1. Warm up: <i>Show pictures and write their names.</i> - vacuum cleaner - food blender - electric fan - electric cooker - digital camera	- Show pictures and ask sts to write their names - Check	- Look at the pictures and write their names on board
10'	2. Pre-writing Vocabulary: - to plug in: - to turn (the power button) on/off: - container(n): - ingredient (n): - clockwise(adv): Set the scene:	- Present new words by using pictures or mime - Model	Look Listen - Repeat - Copy
5'	Do you use the vacuum cleaner at home? (If no, have you ever seen it on TV or in the supermarket?...)	- Check (R.O.R) - Introduce new lesson	- Answer
5'	a. Put the sentences in the correct order.(P.68) Keys: 4-2-5-1-3 b. Insert the following expressions where appropriate. Keys:	- Ask sts to work in pairs - Get feedback - Guide sts how to use chronological conjunctions	- Pairwork - Look - Listen - Copy
20'	1. My vacuum cleaner is very easy to use 2. First, don't forget to remove large or sharp objects from the floor to avoid damage to the machine. 3. Next, plug in the unit and turn the		

	<p>power button on</p> <p>4. Then, start cleaning the floor and furniture.</p> <p>5. Finally, make sure to unplug the unit after use.</p>	<p>- Ask sts to work in pairs</p> <p>- Get feedback</p>	<p>- Do as directed</p>
25'	<p>3. While writing:</p> <p><i>c. Look at the following pictures and write the instructions on how to use a food blender. Use the prompts below</i></p> <p>Keys:</p> <p>My blender is very easy to use</p> <p>First, place the container on the base and turn it clockwise</p> <p>Next, put the food into the container and cover it with its cap</p> <p>Make sure to plug in and select the slow speed button. Then, press the higher speed button.</p> <p>If you want to add sugar or salt into the food, remove the cap. After that, don't forget to cover the container with the cap again.</p> <p>Now press the low speed button to mix the ingredients</p> <p>Finally, press the stop button, unplug the machine, and turn the container counterclockwise to remove it from the base.</p>	<p>- Ask sts to work in groups</p> <p>- Go around to help</p> <p>- Get feedback</p>	<p>- Work in groups</p>
15'	<p>4. Post writing:</p> <p>Write the instructions on how to use electric cooker.</p>		
5'	<p>5. Homework:</p> <p>Write the instructions on how to use an electric device you have at home.</p>		

Date: **UNIT 5: TECHNOLOGY**

Period: 42 **Section:** Language Focus

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

- a. the prefixes (un_, counter_, multi_),
- b. the present perfect passive
- c. the structure “ used to + Base form of verb”

Lexical items: prefixes.

Grammar: the passive, used to....

Teaching aids: textbook, pictures, poster

Procedure:

Time	Stages and Content	T’s activities	Ss’ activities		
3’	<p><u>I. Warm up:</u></p> <ul style="list-style-type: none"> - Match the prefixes in column A with their corresponding words in column B <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>A</p> <p>1 multi_</p> <p>2. counter_</p> <p>3. un_</p> </td> <td style="width: 50%; vertical-align: top;"> <p>B</p> <p>a. clockwise</p> <p>b. believable</p> <p>c. functional</p> <p>d. plug</p> <p>e. lock</p> <p>f. media</p> <p>g. comfortable</p> </td> </tr> </table>	<p>A</p> <p>1 multi_</p> <p>2. counter_</p> <p>3. un_</p>	<p>B</p> <p>a. clockwise</p> <p>b. believable</p> <p>c. functional</p> <p>d. plug</p> <p>e. lock</p> <p>f. media</p> <p>g. comfortable</p>	<p>Show the poster</p> <ul style="list-style-type: none"> - Ask sts to do quickly - Check 	<ul style="list-style-type: none"> - Look & match -Give feedback - Look & listen
<p>A</p> <p>1 multi_</p> <p>2. counter_</p> <p>3. un_</p>	<p>B</p> <p>a. clockwise</p> <p>b. believable</p> <p>c. functional</p> <p>d. plug</p> <p>e. lock</p> <p>f. media</p> <p>g. comfortable</p>				
10’	<p><u>II. Presentation:</u></p> <p><u>Word study:</u> Ex: unclean, undo, undrinkable, unpack. Un_ (not) + adj. Un- (do the opposite) + Verb</p> <p>b. Complete the following sentences with the new words you have found in task a</p> <p>Keys:</p> <ol style="list-style-type: none"> 1. uncomfortable 2. multimedia 3. unplug 4. counterclockwise, unlock 5. unbelievable 6. multifunctional 	<ul style="list-style-type: none"> - Introduce the three prefixes - Introduce new lesson - Give example - Ask sts how to give the form and the meaning -Check the rules - Write the rules on the board - Ask sts to work in pairs 	<ul style="list-style-type: none"> - Look - Listen and answer -Give the rules - Copy - Work in pairs - Look & listen - One answers, the other checks 		

<p>30'</p> <p>III. Practice: <u>Grammar:</u> <i>a. Present perfect passive</i> Keys: 2. I can't find my digital camera. It has been stolen. 3. The old buildings have just been knocked down to build a new supermarket here. 4. My washing machine didn't work yesterday, but it's OK now. It has been repaired. 5. An unknown actor has been chosen to star in a new movie. 6. My new employee has always been told not to play games at work, but he doesn't seem to change.</p> <p><i>b. Used to + Base form of verb</i> Keys: 2. People used to travel on horses 3. People used to work very long hours a week, but they got very low pay. 4. People used to grind rice with a store to make rice flour 5. People used to build from mud and straw because they didn't have cement 6. Vietnamese women used to dye their teeth black.</p>	<p>IV. Homework: Exercise b –workbook (P.60)</p>	<p>- Go through sentence by sentence - Ask some pairs - Check - Give example - Check the form - Go through the exercise - Ask sts to do exercise in pairs - Check & correct - Give example (textbook) - Check the rule - Emphasize - Correct</p>	<p>- Look - Remind how to form the present perfect passive - Follow - Do exercises in pairs - Give the answer - Look & give the rules - Listen - Do exercise P.72 in pairs - Show the answer - Copy</p>
<p>2'</p>	<p>IV. Homework: Exercise b –workbook (P.60)</p>		

--	--	--	--

Date: **UNIT6: SCHOOL OUTDOOR ACTIVITIES**
 Period: 43 **Section: Reading**

Aim: SS can understand new words describing school out activities.

Lexical items: Wh-question – Conditional sentences 1, 2, 3

Grammar/ struc:

Teaching aids: textbook, lesson plan, pictures

Procedure:

Time	Stages and Content	T's activities	Ss' activities
3'	I/ Warm-up =>SCHOOL OUTDOOR ACTIVITIES	- Show 4 pictures in the text book on page 73	- Look at - Answer
7'	II/ Pre reading: * Vocabulary: -Unfortunately (adv)= Unluckily -shortcut (n): đường tắt -campfire (n) lửa trại -stay up (v): thức khuya -slide (n&v): trượt * Checking: W & W • Task: Matching	- Elicit	- Listen - Repeat - Copy
5'	Exercise b on page 73 @ Key: 1.b; 2.d; 3.c; 4.a	- Give instructions	- Listen Do as directed
18'	III/ While reading: + Lucky number a/ In the picture a: a/ What are they doing? ⇒ They are sliding through the pipes b/ Where can we enjoy a lot of water games? ⇒ In water parks b/ In the picture b: -What did he forget? And what could he do if he had it? => The map. He could take a shortcut back. c/ In the picture c: -What were they doing around the	- Give instructions	- Listen

<p>10'</p> <p>2'</p>	<p>campfire? => They were enjoying dancing and singing. d/ In the picture d: -How are they when they have a soccer game? => They are very funny.</p> <p>IV/ Post reading: Talk about the activities mentioned above you would like to take part in.</p> <p>V/ Homework: Write a short paragraph about 30 words describing school outdoor activities.</p>	<p>- Go around to help ss if necessary</p>	<p>- Play the game</p> <p>- Group work display</p>
----------------------	--	--	--

Date:

UNIT 6: SCHOOL OUTDOOR ACTIVITIES

Period: 44

Section: Reading**Aim:** To provide ss with the words describing school outdoor activities.**Lexical items:** Talk about school outdoor activities**Grammar/ Structure:** used Wh-questions**Teaching aids:** poster, textbook, lesson plan**Procedure:**

Time	Stages and Content	T's activities	Ss' activities
7'	I/ Warm-up: Kim's game Pictures on page 67 in exercise book	- Ask - Get feedback	- Answer
10'	II/ Pre-reading: * Vocabulary: -temporarily (adv): tạm thời -benefit (n): lợi ích -wildness (n): vùng hoang dã -campsite (n): nơi cắm trại -gear (n)= equipment: dụng cụ -injury (n): sự bị thương * Checking: R. O. R • Answer the questions: 1. When was your last camping trip? 2. Where did you go? 3. Who did you go with? 4. What did you do there? 5. What benefits does camping bring to you?	- Elicit - Ask	- Listen - Repeat - Copy - Answer
10'	III/ While-reading: T/F statements Exercise a on page 75 @ Key: 1.T 2. F 3. T 4. F 5. F 6. T 7. F	- Give instructions	- Listen Do as directed - Pair work -Compare with partner
15'	IV/ Post-reading: Discussion What benefits does camping bring to you? • Being more confident. • Learning how to do good planning for a camping trip.		

3'	<ul style="list-style-type: none">• Knowing more about nature and how to survive in nature• Tightening friendship and heightening cooperation spirit. <p>V/ Homework:</p> <ul style="list-style-type: none">• Learn new words by heart• Reread the text	- Give instructions	- Group work
----	--	---------------------	--------------

Date:

UNIT 6: SCHOOL OUTDOOR ACTIVITIES

Period: 45

Section: Listening

* **Aims:** To help SS listen to short conversation and understand specific information about school outdoor activities.

* **Lexical items:** SS have learnt to use some useful expressions for making arrangements for an Outdoor Activity

* **Gram/ Structure:** Communicative Approach + Grammar Translation Method

* **Teaching aids:** Computer, projector, blackboard, textbook, worksheets, cassette player, tape

* **Procedure:**

Time	Stages and Content	T's activities	Ss' activities						
5'	<p>I/ Revision:</p> <p>Complete the following sentences by using the correct form of the words in the box.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>hiking</td> <td>boot</td> <td>service</td> </tr> <tr> <td>soccer</td> <td>thrill</td> <td>dance</td> </tr> </table> <ol style="list-style-type: none"> He told us a thrilling story and we all liked it Nobody likes this water park because its services were very bad. Mr. Green asked a beautiful woman to dance. Maradona and Pele were excellent soccer players Their mother has just bought a pair of hiking boots for them. 	hiking	boot	service	soccer	thrill	dance	<ul style="list-style-type: none"> - Call one or two students to come to the blackboard and ask them to write down the answer. - Correct students' answer if necessary, give answers on the screen (or blackboard), and then give marks. - Tell SS to sit in pairs - Show several pairs of school outdoor activities <ul style="list-style-type: none"> +Picture of people going on a camping trip +Picture of people going fishing and doing the gardening +Picture of people going to the seaside and going to the zoo - Ask SS to discuss which activities they like best - Give feedback and introduce the lesson 	<ul style="list-style-type: none"> - Sit in pairs - Discuss - Answer - Listen - Listen - Answer
hiking	boot	service							
soccer	thrill	dance							
10'	<p>II/ Pre-listening:</p> <p>* Vocabulary:</p> <ul style="list-style-type: none"> -excursion (n): a short journey for pleasure: chuyến đi chơi -theme park (n): công viên giải trí theo chủ đề -break down (phrasal verb): to 								

<p>7'</p>	<p>stop working: (xe) hư, hỏng -ruin (v): to spoil: làm hỏng -tent (n): lều -score (v): to win goals: ghi điểm -terrific (adj): fantastic, excellent, wonderful: xuất sắc -all-round : tồn diện, tồn năng</p>	<p>- Elicit (Show some pictures and ask SS to guess)</p> <p>- Ask SS to read the instruction</p> <p>- Play the tape twice and ask SS to do the task</p> <p>- Give feedback</p> <p>- Correct error if necessary</p>	<p>- Repeat – chorally- Individually</p> <p>- Copy</p> <p>- Read the instruction</p> <p>- Listen</p> <p>- Answer</p>
<p>6'</p>	<p>III/ While-listening: * Task 1: Part A (page 76) @ Answers: 1. play soccer 2. go on a boat trip 3. go camping 4. go swimming 5. go climbing 6. go to a theme park</p>	<p>- Focus students' attention on the pictures</p> <p>- Elicit words relating to the activities in the pictures</p> <p>- Play the tape</p> <p>- Ask SS to write a number under each picture</p> <p>- Give feedback</p> <p>- Correct error if necessary</p>	<p>- Read the instruction</p> <p>- Answer</p> <p>- Listen</p> <p>- Answer</p>
<p>10'</p>	<p>* Task 2: Part B (page 76) (camping, tent, campfire, guitar, trees, beach, play, games, climbing, soccer, goal, swimming pool, water, etc...) @ Answer: a. 3 b. 2 c. 1 d. 5 e. 4 f. 6</p>	<p>- Play the tape</p> <p>- Ask Ss to listen and the names of the activities</p> <p>- Play the tape again and ask SS to write the answer & tick the correct box</p> <p>- Give feedback and correct error if necessary</p>	<p>- Read the instruction</p> <p>- Listen</p> <p>- Answer</p>
	<p>* Task 3: Part C (page 77) @ Answer: 1. going to the beach-liked everything 2. going for a picnic-didn't like anything 3. going on a camping trip-liked some things 4. playing a game-liked everything 5. climbing the mountain-liked some things</p>		

<p>8'</p> <p>6. going for a swim-liked everything</p> <p>IV/ Post-listening:</p> <p>☆ Gap-fill:</p> <p>Last August I went on an excursion with my friends to the capital of Vietnam, Hanoi. You know, we loved the scenery there and watched students going to school. They were very friendly. We spent most of the time riding bicycles to markets. We were very happy after we came home.</p> <p>2'</p> <p>V/ Homework:</p>		<ul style="list-style-type: none"> - Give SS a short story with gaps about an outdoor activity - Set time limit - Walk around for help - Give feedback - Ask SS to prepare for the next lesson 	<ul style="list-style-type: none"> - Sit in pairs - Listen to the instructions - Do the task - Speak - Retell their stories
---	--	---	--

Date: **UNIT 6: SCHOOL OUTDOOR ACTIVITIES**
 Period: 46 **Section: Speaking**

Aim: SS can ask and answer about their school outdoor activities.

Lexical items: Talk about school outdoor activities

Grammar / Structure: Expressing agreement & disagreement

Teaching aids: Pictures textbook, lesson plan

Procedure:

Time	Stages and content	T's activities	Ss' activities
3'	I/ Warm-up: Pictures (page 112)	- Ask	- Answer
7'	II/ Pre-speaking: * Vocabulary: -matches (pl.n): diêm quẹt -stove (n): cái bếp -first-aid kit (n): dụng cụ cấp cứu -campfire (n): lửa trại * Checking: W & W Exercise a (page 77) • Making suggestions • Expressing agreement. • Expressing disagreement	- Elicit - Model - Ask ss to give useful expressions	- Listen - Repeat - Copy - Listen - Repeat - Give answer
20'	III/ While-speaking a. Where are you going to this weekend? ⇒ Vung Tau b. How long are you going to be there? ⇒ Overnight c. What are you going to bring? ⇒ I think we should bring a knife to prepare our food. d. Why don't we bring some matches for lighting the stove and making the campfire? ⇒ That's a good idea. ⇒ Great	- Ask	- Answer - I am going to Vung Tau. - Overnight - I think we

<p>10'</p> <p>5'</p>	<p>⇒ Yes, let's do that</p> <p>e. Shall we bring the cassette player?</p> <p>⇒ Yes, but we have no time to enjoy it</p> <p>IV/ Post-speaking: Discussion Tell the class about your plan at the weekend.</p> <ul style="list-style-type: none"> • going for a picnic • going to the beach • going on an excursion / trip • going climbing the mountain. <p>V/ Homework: Do exercises speaking c & d on page 63 & 64.</p>	<p>- Give topic</p>	<p>- Group work - Display</p>
----------------------	--	---------------------	------------------------------------

Date:

UNIT 6: SCHOOL OUTDOOR ACTIVITIES

Period: 47 & 48

Section: Writing

Aim: Sts can write a short paragraph about their school outdoor activities

Lexical items: Words or phrases used in confirmation letter

Grammar/ struc: present simple, future simple.

Teaching aids: text book, posters

Procedure:

Time	Stages and Content	T's activities	Ss' activities																																																												
5'	<p>I/ Warm-up: Cross-word Game</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td></td><td></td><td></td><td>P</td><td>L</td><td>A</td><td>Y</td><td></td><td></td><td></td> </tr> <tr> <td>S</td><td>O</td><td>C</td><td>C</td><td>E</td><td>R</td><td></td><td></td><td></td><td></td> </tr> <tr> <td></td><td></td><td>A</td><td>C</td><td>T</td><td>I</td><td>V</td><td>I</td><td>T</td><td>Y</td> </tr> <tr> <td></td><td></td><td></td><td></td><td>T</td><td>R</td><td>I</td><td>P</td><td></td><td></td> </tr> <tr> <td></td><td></td><td></td><td>T</td><td>E</td><td>N</td><td>T</td><td></td><td></td><td></td> </tr> <tr> <td></td><td></td><td>P</td><td>A</td><td>R</td><td>K</td><td></td><td></td><td></td><td></td> </tr> </table> <p>* Suggestion:</p> <ol style="list-style-type: none"> ___ football (verb) The synonym of “football” One of the nouns of “to act” The synonym of “excursion” One of the important equipments for camping A place we can do morning exercise or enjoy fresh air <p>* What's the key word?</p>				P	L	A	Y				S	O	C	C	E	R							A	C	T	I	V	I	T	Y					T	R	I	P						T	E	N	T						P	A	R	K					<p>- Give instructions</p> <p>- Ask</p>	<p>- Listen</p> <p>- Fill in each blank</p> <ol style="list-style-type: none"> play soccer activity trip tent park <p>LETTER</p>
			P	L	A	Y																																																									
S	O	C	C	E	R																																																										
		A	C	T	I	V	I	T	Y																																																						
				T	R	I	P																																																								
			T	E	N	T																																																									
		P	A	R	K																																																										
8'	<p>II/ Pre-writing:</p> <p>* Vocabulary:</p> <ul style="list-style-type: none"> -Pick s.one up (v): đón (ai) -Auditorium (n): phòng thính giả -Cordially (adv): một cách thân mật -Attendance (n): sự hiện diện -Confirm (v): xác nhận -Look forward to+V.ing (v): trông đợi <p>* Checking: Bingo</p>	<p>- Elicit</p>	<p>- Listen</p> <p>- Repeat</p> <p>- Copy</p>																																																												
10'	<p>• Task 1: Read the following letters. Match them with the replies for confirmation.</p>	<p>- Give instructions</p>	<p>- Listen</p> <p>- Do as directed</p>																																																												

<p>20'</p>	<p>@ Key: a.2; b.3; c.1</p> <p>III/ While-writing:</p> <p>Task 2:</p> <p>☆Form:</p> <p>Dear / Hi + name</p> <hr/> <hr/> <p>+ See you then / see you + I hope you all will come + Name</p> <p>☆Structure:</p> <p>+ How about + V.ing? + Can you.....? + Don't forget.....?</p> <p>✕ Practice the structure above.</p> <p>+ How about going out for a picnic? + Can you pick me up at 6 a.m? + Don't forget to bring the first-aid kit?</p>	<p>- Ask ss to give the form and structure of the confirmation letter</p> <p>- Ask</p> <p>- Model</p>	<p>- Answer</p> <p>- Listen</p> <p>- Repeat</p>
<p>10'</p>	<p>• Task 3: Rearrange the following sentences to make a reply to an invitation letter:</p>	<p>- Give instructions</p>	<p>- Listen as directed</p> <p>- Group work</p>
<p>25'</p>	<p>@ Key: 2 – 6 – 5 – 7- -3 – 4 – 1</p> <p>• Task 4:</p> <p>• You have received a letter from your friend inviting you to go camping at Nam Cat Tien National Park next weekend. Write a confirmation letter.</p>	<p>- Give instructions</p>	<p>- Listen as directed</p> <p>- Pair work</p>
<p>10'</p> <p>2'</p>	<p>IV/ Post-writing:</p> <p>Sharing and comparing</p> <p>V/ Homework:</p>		

Date: **UNIT 6: SCHOOL OUTDOOR ACTIVITIES**

Period: 49 **Section:** Language focus

Aim: SS can understand how to use the verbs to describe near future.

Lexical items: Words that go together

Grammar/ Structure: Be going to + Vo, Will +Vo, Be + V.ing

Teaching aids: cards, textbook, lesson plan

Procedure:

Time	Stages and Content	T's activities	Ss' activities								
5'	<p>✳ Warm-up: Pelmanism</p> <table style="margin-left: 40px;"> <tr> <td style="border: 1px solid black; border-radius: 50%; padding: 5px;">pick</td> <td style="border: 1px solid black; border-radius: 50%; padding: 5px;">up</td> </tr> <tr> <td style="border: 1px solid black; border-radius: 50%; padding: 5px;">take</td> <td style="border: 1px solid black; border-radius: 50%; padding: 5px;">at</td> </tr> <tr> <td style="border: 1px solid black; border-radius: 50%; padding: 5px;">look</td> <td style="border: 1px solid black; border-radius: 50%; padding: 5px;">on</td> </tr> <tr> <td style="border: 1px solid black; border-radius: 50%; padding: 5px;">be</td> <td style="border: 1px solid black; border-radius: 50%; padding: 5px;">off</td> </tr> </table>	pick	up	take	at	look	on	be	off	- Give instructions	- Listen
pick	up										
take	at										
look	on										
be	off										
5'	<p>✳ Task 1</p> <p>Circle one word or phrase that does not go with the verb in each box below</p> <p>Exercise a (page 80)</p> <p>@ Key: -soccer</p> <ul style="list-style-type: none"> -skiing -the bus -John 	- Give instructions - Model 1, 2	- Listen								
7'	<p>✳ Task 2:</p> <p>Complete the sentences with the verbs provided. Make changes when necessary.</p> <p>Exercise b (page 81)</p>	- Model	- Listen - Do as directed								
13'	<p>✳ Task 3:</p> <p>Examples:</p> <p>A. We're going to have a picnic on Saturday. Would you like to join us?</p> <p>B. I will go with you.</p> <ul style="list-style-type: none"> • Look at the sky. Don't go out because it's going to rain. • Your talk will be useful for our 	- Elicit the form, the meaning, the use	- Answer								

<p>10'</p>	<p>camping trip next week ☆BE GOING TO + Vo : dự định, sẽ -Diễn tả 1 dự định, 1 sự việc sẽ xảy ra ở tương lai gần. ☆ WILL + Vo: sẽ -Diễn tả 1 lời hứa, 1 sự việc sẽ xảy ra ở tương lai</p>		
<p>12'</p>	<p>※ Practice (page81) Complete the sentences using WILL or BE GOING TO, as appropriate @ Key: 1. play 2. went 3. won 4. lost 5. missed 6. beats 7. meet 8. beats 9. playing 10. lost 11. gone 12. win</p>	<p>- Give instructions - Give feedback</p>	<p>- Listen - Do as directed - Give answer</p>
<p>3</p>	<p>※ Task 4: Examples <ul style="list-style-type: none"> • We are visiting his village at 9:00 next weekend. • I'm going to wait at the school gate until you come <p>Am → Is → V.ing = Be going to +Vo: sẽ Are →</p> <p>※ Practice “b”, “c” (page82) @ Key: b.1. am going to learn 2. are leaving 3. am going to see 4. are ... going to do 5. are having 6. is playing 7. am having 8. am not working c.1.A (will be) 2. B (am going to apply) 3. B (will help) 4. A (are you doing) 5. A (is going to leave)</p> </p>	<p>- Model - Elicit the form, the meaning, the use - Give instructions - Model - Get feedback - Write on the BB</p>	<p>- Listen - Copy - Listen - Do as directed - Give answer</p>
	<p>※ Homework: Exercise “d” on page 69 in</p>		

	Exercise book		- Take notes
--	---------------	--	--------------

Date: **TEST 45'**

Period: 50

I/ Pick out the word whose underlined part is pronounced differently from that of the other words. (1m)

1. A. technology B. different C. system D. interact
2. A. computer B. shop C. box D. modern
3. A. good B. foot C. noon D. blood
4. A. site B. kilo C. my D. write

II/ Choose the word in each line that has different stress pattern. (1m)

5. A. reason B. resort C. mountain D. forest
6. A. beautiful B. interesting C. wonderful D. develop
7. A. birthday B. party C. accept D. garden
8. A. beauty B. machine C. daily D. modern

III/ Listen to some students getting ready for some school activities. Circle the correct word you hear. (2ms)

9. I hope our eleven _____ will play well this week.
A. players B. people C. workers D. helpers
10. Don't forget the _____. I'd like to take photographs of the beautiful sights.
A. computer B. camera C. radio D. machine
11. The first thing to do when we reach the place is to _____ up our tent.
A. set B. build C. cut D. put
12. It's a nice day and the weather is _____ enough.
A. hot B. cool C. warm D. cold

IV/ Read the passage and do the tasks that follow. (2ms)

Camping is an activity in which people live temporarily in the outdoors. Campers (1) _____ fishing, hunting, swimming, plant study, wildlife watching, and nature photography. It provides physical benefits when it involves hiking to, from, and around campsite, and many people believe that camping (2) _____ youngsters feel more confident.

People throughout the world enjoy hiking to wilderness campsites. This activity is called backpacking because it involves carrying such essential camping gear as (3) _____ tent, food, clothing, and sleeping bag on the back in a bag called a backpack. Backpacking is suited for (4) _____ who are in good physical conditions as it may require walking several miles.

13. A. participate in B. take place C. take part D. enter
 14. A. enables B. makes C. allows D. causes
 15. A. the B. a C. an D. some
 16. A. those B. anyone C. someone D. everyone

VI/ Choose the answer among A, B, C or D that best completes each sentence. (2,5ms)

17. A new hospital _____ in this area recently.
 A. was built B. was being built C. has built D. has been built
 18. – We're run out of milk.
 - Oh, have we? I _____ and get some.
 A. will go B. go C. am going to go D. have gone
 19. Tell me about your plan, Lan. What _____ this Saturday evening?
 A. will you do B. are going to do C. are you doing D. do you do
 20. Which word cannot go with **PLAY**?
 A. games B. the guitar C. chess D. camping
 21. My school now has _____-media rooms.
 A. un B. counter C. multi D. not

VI/ Arrange the following sentences to make a confirmation letter. (1,5ms)

- _____ A. I'll buy all the things you need and bring them to your house an hour before the party.
 _____ B. See you later
 _____ C. I'm happy to join your birthday party this Saturday.
 _____ D. Dear Lan,
 _____ E. Of course, I will help you to prepare everything for the party.
 _____ F. Mai

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

Date:

CORRECTION OF TEST 45'

Period: 51

I/ Pick out the word whose underlined part is pronounced differently from that of the other words. (1m)

1. A. technology 2. D. modern 3. D. blood 4. B. kilo

II/ Choose the word in each line that has different stress pattern. (1m)

5. B. resort 6. D. develop 7. C. accept 8. B. machine

III/ Listen to some students getting ready for some school activities. Circle the correct word you hear. (2ms)

9. A. players 10. B. camera 11. D. put 12. C. warm

IV/ Read the passage and do the tasks that follow. (2ms)

13. A. participate in 14. B. makes 15. B. a 16. A. those

V/ Choose the answer among A, B, C or D that best completes each sentence. (2,5ms)

17. D. has been built 18. A. will go 19. C. are you doing 20. D. camping 21. C. multi

VI/ Arrange the following sentences to make a confirmation letter. (1,5ms)

22. D 23. C 24. E 25. A 26. B 27. F

Date: **UNIT 7: THE MASS MEDIA**

Period: 52 & 53 **Section:** Reading


-Aim: By the end of the lesson, students can scan for specific information

-Lexical items: words related to the mass media.

-Structure: simple present tense

-Teaching aids: pictures, text books

Procedure:

Time	Stages and Content	Ts'activities	Ss'activities
5'	I. WARM UP 	- Ask students what kinds of media do you often listen, watch or read?	- Answer
10'	II. PRE-READING Mass media (n) Print media (n) Entertainment (n) Folk song (n) Internet(n) Sport comments(n)	- Follow steps of teaching vocabulary	
10'	Questions 1. How often do you watch TV? 2. How many channels are there in our countries?	- ask	- answer
10'	III. WHILE- READING Task 1: Name the things you see in the following pictures Radio, cassette recorder, TV set, video tape, filmstrip, newspaper, books, computers.	- ask students to work in group	- answer
20'	Task 2: 1. Print media: reference books, dictionaries, journals... 2. depends on students 3. music, news, movie... 4. cartoon. Love, action... 5. A computer help us learn many subjects, get information quickly.	- ask students to work in pair to ask and answer	- ask and answer

<p>10'</p>	<p><u>Task 3: Matching</u> a. 6 b. 3 c. 4 d. 1 e. 7</p>	<p>- ask students to work in pair again</p>	<p>- work in pair</p>
<p>15'</p>	<p><u>Task 4:</u> Read the pieces of news again and answer questions. 1. Because they want to draw the audience's attention to the new fashions. 2. 1.3 million copies. 3. 18 months ago. 4. To discuss investment opportunities in the economies all around Asia. 5. help its users view documents, send these documents via e-mail, transfer them to another device.</p>	<p>- ask students to work in group to answer the question</p>	<p>- answer</p>
<p>10'</p>	<p>IV. <u>POST-READING</u> <u>Fill in the blanks</u> . 1. fashion 2. model 3. record 4. teenage 5. best selling 6. female 7. rumor 8. red hot 9. investment/investors 10. economies 11. constantly 12. documents</p> <p>V. <u>HOMEWORK:</u> Read again at home.</p>	<p>- ask students to work in pair to fill in the blanks</p> <p>- ask students to do at home.</p>	<p>- fill in the blanks</p> <p>- do at home.</p>

Date: **UNIT 7: THE MASS MEDIA**
 Period: 54 **Section:** Listening

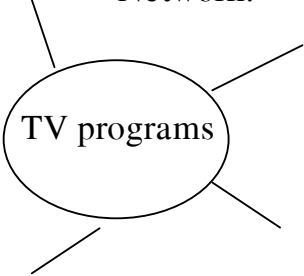
Aim: By the end of the lesson, Ss will be able to listen to some TV programs.

Lexical items: words related to TV programs.

Grammar/ Struc: likes and dislikes

Teaching aids:

Procedure:

Time	Stages and Content	Ts' activities	Ss' activities
5'	<p>I. Warm up:</p> <p>Network:</p> 	<ul style="list-style-type: none"> - explains the word - elicits sts to write - divides class into two groups - corrects and read 	<ul style="list-style-type: none"> - Listen to T - Say the meaning - Write on the board - Repeat - Translate into
10'	<p>II. Pre Listening:</p> <p><u>*Pre- teach vocabulary:</u></p> <ul style="list-style-type: none"> - talk show (n) - quiz show (n) - terrific (adj) : wonderful - commercials (n) - violent (adj) <p>* Task a)</p>	<ul style="list-style-type: none"> - decides who's winner Use explanation Use explanation Synonym Example Example - Check: R & R - Shows poster divides class into two groups - plays the tape gives the correct answers - explains how to do - plays the tape again 	<ul style="list-style-type: none"> - Vietnamese - Listen to T - Guess their meanings - Read - Write on the board - Look at the poster on the board - Guess the programs mentioned - Listen to the tape - Check the guess - Listen to T
15'	<p>III. While- Listening:</p> <p>Task a)</p> <p>Keys</p> <p>Movies, Police shows, Educational programs, Sports, Commercials, Music, Quiz shows, Game Shows, News reports.</p> <p>Task b)</p> <p>Keys</p> <p>Jenny: Movies, Commercials, Music, News reports.</p>	<ul style="list-style-type: none"> - Listen to the 	<ul style="list-style-type: none"> - Listen the

<p>13'</p>	<p>Mike: Movies, Sports, Music, Quiz shows, Game Shows, News reports.</p> <p>IV. <u>Post- Listening:</u> *Questions: 1/ Who are Jenny and Mike? 2/ Which programs do both of them like or dislike? 3/ Which programs does Jenny like, but Mike doesn't? 4/ Which programs does Mike like, but Jenny doesn't?</p>	<p>-asks sts to write corrects sts' answers</p> <p>- divides class into 4 groups - writes some questions on the board - explains run- through - elicits sts to answer - asks sts to present - comments and give marks</p> <p>- ask students to do at home</p>	<p>tape again - Write on the board - Listen once more - Copy down</p> <p>- Work in groups - Look at the questions - Listen to T - Summarize the dialogue by answering these questions - Present in front of the class</p> <p>- do at home</p>
<p>2'</p>	<p>V. <u>Homework:</u> - Write the summary in notebook - Look up new words in Speaking</p>		

Date: **UNIT 7: THE MASS MEDIA**

Period: 55 **Section:** Speaking


-Aim: By the end of the lesson, students can ask and answer questions about uses of media.

-Lexical items: the mass media and the adj.

Grammar/ Struc: simple present and simple past

-Teaching aids: Text book

-Procedure:

Time	Stages and Content	T's activities	Ss' activities
5'	<p>I. WARM UP</p> 	- ask students to tell what programmes they like to watch	- answer
5'	<p>II. PRE-SPEAKING</p> <p>Media (n) Terrific (a) Fantastic(n)</p>	- follow the steps of teaching vocabulary	
10'	<p>III. WHILE-SPEAKING</p> <p><u>Task 1</u> Work in pair to ask and answer</p> <ol style="list-style-type: none"> How often do you use each type of media? Which one do you like best? Can you name some kinds of media? 	- ask students to ask and answer	- ask and answer
10'	<p><u>Task 2</u> Work in pair or group</p> <ol style="list-style-type: none"> What kinds of mass media do you often watch, listen to or read? What do you like or dislike? 	- Ask students to work in pair or group	- work in pair or group
13'	<p>IV. POST- READING</p> <p><u>Task 3</u> Report to the whole class on a movie, a TV programme, a story you have</p>	- ask students to work in group to	- work in group

	recently watched or read	do this exercise - ask students to stand up to report what they discuss - correct students' mistakes	- report
2'	V. HOME WORK Practise speaking at home (talk about your favourite film)	- ask students to do at home	- do at home

Date:

UNIT 7: THE MASS MEDIA

Period: 56 & 57

Section: Writing

_Aim: Writing about advantages and disadvantages of computers

_Lexical items: words of media

_Gram/ Struc: The Simple Present Tense

_Teaching aids: Textbook

_Procedure:

Time	Stages and Content	T's activities	Sts' activities
3'	I. Warm-up: Game "Magic Hat" Words: _ _ _ _ _ S _ _ _ <u>Suggest: a popular kind of entertainment</u>	_intro: 2 groups _Start the game _Winner?	_Guess & say _Clap hands
5'	II. Pre-writing: 1/Vocabulary: _ entertainment (n): _ relax (v): _ alone (adv): _ violence (n): _ limit (v): _ discourage (v):	_Pronounce	_Repeat
3'	2/ Structure: _ It helps us relax. <i>IT + V + O + bare-infinitive</i>	_Present	_Notice
7'	3/ Task a) Read the paragraph about the advantages of television. List the four advantages mentioned in the paragraph.	_Get sts to read and do as required	_Read and list the four advantages
8'	4/ Task b) Read the paragraph about the disadvantages of television. Fill in each blank with one of the words or phrases in the box.	_Divide the class into groups	_Work in groups & fill in the blank
4'	5/ Outline: _ Introduction (There are some	_Get sts to fill in each blank	_Make outline

Date: **UNIT 7: THE MASS MEDIA**

Period: 58 **Section:** Language Focus

_Aim: Ss can learn Associated words together and Reported Speech.

_Lexical items: words of media

_Gram/ Struc: Reported Speech.

_Teaching aids: Textbook

_Procedure:

Time	Stages and Content	T's activities	Sts' activities
3'	I. Warm up: Networks <div style="border: 1px solid black; border-radius: 50%; width: 150px; height: 40px; margin: 0 auto; text-align: center; padding: 5px;"> MASS MEDIA </div>	- Explains how to do - Reads the words given	- Listen to T - Repeat after T
5'	Task a) (in Sts' book) 1. computer 2. billboard 3. electronic media 4. newspaper 5. print media 6.	- Explains these words - Calls sts to write on the board - Corrects	- Say the meanings - Write on the board
5'	II. Task b) Page 91 <u>Fill in the blanks:</u> 1. billboard 4. electronic media 2. Junk mail 5. direct media 3. print media	- Reads each sentence - Calls sts to complete - Corrects sts' answers	- Repeat after T - Fill in the blanks
10'	III. GRAMMAR: <u>Ex1:</u> "You must release a live album of your last live show," they said to her -They urged her to release live album of her previous live show <u>Ex2:</u> " I can't reveal my plan to you," he said reporters yesterday -He refused to reveal his plan to reporters yesterday.	- Asks sts to write on the board - Corrects if there's - Presents - Introduces reporting verbs: advise, refuse, apologize...	- Write on the board - Notice and repeat
10'	Task a) 1. Reporters advised that famous singer to		- Work in pairs

	<p>set up a fan club in that city</p> <p>2. She apologized to her fans for not releasing a live album of the tour.</p> <p>3. They invited me to go to the musical with them that night</p> <p>4. She refused to give us the name of her latest album at that time</p> <p>5. She agreed to lend me that CD the following day</p> <p>6. He promised to stage his live show the next year</p> <p>7. He suggested going to the movies that night</p> <p>8. She promised to help me with the housework before the game show on TV</p>	<p>- Monitor</p> <p>- Correct</p>	<p>- S1 direct speech</p> <p>- S2 indirect speech</p>
<p>10'</p>	<p>Task b) (keys)</p> <p>-Mai said, “ Let’s go to Dam Sen Park”</p> <p>-Nam said, “You have to bring your lunches to the picnic”</p> <p>-Lan said, “Why don’t we go to a restaurant?”</p> <p>-Nam answered, “No, that’s not a good idea. Eating in a restaurant is expensive.”</p> <p>-Lan said, “ I’ll pay for the meal in a restaurant”</p> <p>-Everyone said, “ You should save your money”</p>	<p>- Monitor</p> <p>- Correct</p>	<p>- Work in groups</p> <p>- Give answers</p>
<p>2'</p>	<p>V. Homework:</p> <p>Prepare Unit 8</p>		

Date: **UNIT 8: LIFE IN THE COMMUNITY**
 Period: 59 & 60 **Section: Reading**

* **Aim:** By the end of the lesson, Ss will be able to get knowledge about changes of life in the community.

* **Lexical items:** Words or phrases used in the lesson.

* **Gram/ Struc:** present simple, present perfect.

* **Teaching aids:** pictures, textbooks.

* **Procedures:**

Time	Stages and Content	T's activities	Ss' activities
5'	<p>I. Warm up : “ Magic Hat” Word “ _____ ” MARKETS</p> <p>→ Introduction</p>	<ul style="list-style-type: none"> - Divide into 2 groups - Give instruction - Start the game 	<ul style="list-style-type: none"> - Listen - Guess and say
10'	<p>II. Pre – reading :</p> <p>* Vocabulary :</p> <ul style="list-style-type: none"> - reflect (v) - traditional (a) → tradition (n) - bargaining (n) - periodically (adv) - craftman (n) → craftsmen (pl.n) - highlander (n) <p>Checking : What and where</p>	<ul style="list-style-type: none"> - Follow the steps for presenting vocabulary. 	<ul style="list-style-type: none"> - Listen & answer - Repeat - Copy
6'	<p>* Matching: Match the pictures with their names. (textbook)</p>		
15'	<p>III. While – reading :</p> <p>* Task 1 : Match each heading with paragraph Answer : A – 3; B – 1; C – 2</p>	<ul style="list-style-type: none"> - Divide class into groups - Ask Ss for the answer - Correct 	<ul style="list-style-type: none"> - Work in groups
20'	<p>* Task 2 : Choose the meaning of underlined word or phrase Answer : 1. B, 2. C, 3. B, 4. A, 5. B, 6. B, 7. A, 8.C</p>	<ul style="list-style-type: none"> - Ask Ss to read the text again & do the work - Get feedback & correct 	<ul style="list-style-type: none"> - Read - Groupwork

<p>12'</p>	<p>* Task 3 : T/F statements <u>Answer</u> : 1. T 2. F (Fairs were held periodically) 3. F (People sell a variety of goods in a floating market) 4. T 5. T 6. F (Traditional markets are believed to continue to exist)</p>	<p>- Run through - Ask Ss to read the text again & do the work - Get feedback & correct</p>	<p>- Listen - Read - Pairwork</p>
<p>20'</p>	<p>IV. Post – reading : * Task 4 : Go to the market or supermarket in your neighborhood to observe people’s activities, take notes, and give a report to the class <i>Suggestion:</i> The market near my house is a street market. Most of the sellers put their goods on the sidewalks to sell. The fishmongers are often noisy. People bargain in this market trying to buy goods at the lowest price possible. Vendors know most of the customers in the market.</p>	<p>- Ask Ss to read the instruction - Give model - Ask Ss to do - Walk around for help - Get feedback & correct</p>	<p>- Read - Listen - Work in groups - Listen</p>
<p>2'</p>	<p>V. Homework : Exercises (p. 87, 88) in the exercise book.</p>	<p>- Give the assignment</p>	<p>- Copy</p>

Date: **UNIT 8: LIFE IN THE COMMUNITY**

Period: **61** **Section:** Listening

*** Aim:**

- By the end of the lesson, Ss will be able to listen about changes of life in the community.
- Listening for specific sounds, changes in a town, checking details, giving short answer.

* Lexical items: words related to the markets.

* Gram/ struc: past and present tenses.

* **Teaching aid** : textbook, tape.

*** Procedures:**

Time	Stages and Content	T's activities	Ss' activities
3'	<p>I. Warm up : Chatting</p> <ul style="list-style-type: none"> - What kind of market do you often go to? - - <p>→ Introduction</p>	<ul style="list-style-type: none"> - Ask some questions 	<ul style="list-style-type: none"> - Listen & answer
10'	<p>II. Pre – listening :</p> <p>* <u>Vocabulary</u> :</p> <ul style="list-style-type: none"> - deserted (a) - impress (v) - amaze (v) - dress (v) - can't wait <p>Checking : Bingo (word- ed)</p> <p>* Write the words in columns /t/, /d/, /id/</p>	<ul style="list-style-type: none"> - Follow the steps for presenting vocabulary. 	<ul style="list-style-type: none"> - Listen & answer - Repeat - Copy
20'	<p>III. While – listening :</p> <p>* <u>Task 1</u> : Listen & write the words in columns</p> <p><i>Answer</i> : (Teacher's book)</p>	<ul style="list-style-type: none"> - Show the column in the textbook - Ask Ss to predict - Play the tape - Ask Ss for the answer - Correct 	<ul style="list-style-type: none"> - Look at - predict - Listen (1 or 2) - Answer

<p>10'</p> <p>2'</p>	<p>* <u>Task 2</u> : T/F statements <u>Answer</u> : 1.F, 2.T, 3.F, 4.T, 5.F, 6.F</p> <p>* <u>Task 3</u> : Listen again and give short answer <u>Answer</u> : (Teacher's book)</p> <p>IV. Post – reading : * <u>Task 4</u>: Talk about the changes in your neighborhood or town. Are the houses and the roads better or worse than before?</p> <p>V. Homework : Write a paragraph about the changes of your town.</p>	<ul style="list-style-type: none"> - Ask Ss to read the instruction - Run through - Ask Ss to guess - Get feedback & play the tape - Correct - Run through - Play the tape again & ask Ss for the answer - Get feedback & correct - Ask Ss to do the work - Walk around for help - Ask one student to talk - Give comments - Give the assignment 	<ul style="list-style-type: none"> - Read - Listen - Listen & check - Write the answer - Listen - Listen again - Pairwork - Answer - Work in groups - Do the task - Talk - Listen - Copy
----------------------	--	---	---

Date: UNIT 8: LIFE IN THE COMMUNITY
 Period: 62 Section: Speaking

- * **Aim:** Ss practise speaking about life in the community.
- * **Lexical items:** words related to the speaking.
- * **Gram/ Struc:** expression on giving opinions.
- * **Teaching aids:** Textbook, papers, pictures,
- * **Procedure:**

Time	Stages and Content	T's activities	Ss' activities
3'	I. Warm up : Matching (pictures – words) → Introduction	- Divide (2 groups) - Give instruction - Start the game	- Listen - Play the game
10'	II. Pre – speaking : * <u>Vocabulary :</u> - agree (v) ≠ disagree (v) - rural (a) - produce (n) - local (a, n) - muddy (a) - customer (n) Checking : R o R * <u>Task 1 :</u> (p.99) Useful expressions (p.99)	- Follow the steps for presenting vocabulary. - Ask Ss to read the instruction - Ask Ss to work - Walk around for help	- Listen & answer - Repeat - Copy - Read - Work in pairs
15'	III. While – speaking : * <u>Task 2 :</u> (p.99) (using useful expressions and prompts)	- Ask Ss to read the useful expressions - Explain - Give Ex (p.100) - Ask Ss to work in groups of four - Control	- Listen - Groupwork

<p>15'</p> <p>IV. Post – speaking : * <u>Task 3</u> : (p.100) <i>Suggestion :</i> A: Doing the shopping in a small traditional market is nice. B: Do you think so? But it's inconvenient to walk around on the wet and dirty ground of a small market. I prefer to do my shopping in a clean and cool supermarket. A: But, I like the cozy atmosphere of a small traditional market, where friendly vendors know their customers very well.</p> <p>2'</p> <p>V. Homework : Pre-practise speaking at home</p>		<ul style="list-style-type: none"> - Call 1 group talk before class - Ask Ss to read the instruction - Give model - Ask Ss to do - Walk around for help - Get feedback & correct - Give the assignment 	<ul style="list-style-type: none"> - Speak - Read - Listen in pairs - Copy
--	--	---	--

Date:

UNIT 8: LIFE IN THE COMMUNITY

Period: 63 & 64

Section: Writing

*** Aim:**

- By the end of the lesson, Ss will be able to write a letter to give direction.
- Words or phrases used in the letter, phrases related to giving direction.
- Imperative sentences, “ It + take “

* Lexical items: words related to Giving Directions.

* Gram/ Struc: Imperatives.

* **Teaching aids:** Textbook, maps

*** Procedures:**

Time	Stages and Content	T’s activities	Ss’ activities
5’	<p>I. Warm up : Chatting</p> <ul style="list-style-type: none"> - Where is your house? - Tell me the way to get there? - <p>→ Introduction</p>	<ul style="list-style-type: none"> - Ask some questions 	<ul style="list-style-type: none"> - Listen & answer
10’	<p>II. Pre – writing :</p> <p>* <u>Vocabulary</u> :</p> <ul style="list-style-type: none"> - direction (n) - turn right / left - go straight ahead - walk past - keep walking <p>Structure: It + take + O + time + To inf. Checking : What and where</p>	<ul style="list-style-type: none"> - Follow the steps for presenting vocabulary. 	<ul style="list-style-type: none"> - Listen & answer - Repeat - Copy
15’	<p>* <u>Task 1</u> : (p. 100)</p>	<ul style="list-style-type: none"> - Ask Ss to read Jack’s letter - Ask Ss collect the phrases of giving directions - Ask Ss to compare those with the useful expressions 	<ul style="list-style-type: none"> - Read - Work in pairs - Compare

<p>40'</p>	<p>III. <u>While – writing</u> : * <u>Task 2</u>: Write a letter (p. 100) <i>Suggestion</i> : (Teacher’s book)</p>	<ul style="list-style-type: none"> - Ask Ss to read the instruction - Give model - Ask Ss to do - Walk around for help 	<ul style="list-style-type: none"> - Read - Listen - Work in groups
<p>18'</p>	<p>IV. <u>Post – writing</u> : * <u>Task 3</u>: Correcting</p>	<ul style="list-style-type: none"> - Ask 1 or 2 groups to write on the board - Get feedback & correct 	<ul style="list-style-type: none"> - Write on the board - Copy
<p>2'</p>	<p>V. <u>Homework</u>: - Complete the letter at home. - prepare the lesson language focus.</p>	<ul style="list-style-type: none"> - Give the assignment 	<ul style="list-style-type: none"> - Copy

Date:

UNIT 8: LIFE IN THE COMMUNITY

Period: 65

Section: Language Focus*** Aim:**

- Ss can use prepositions of direction.
- Ss can review conditional sentence, phrases of reason, phrases of contrast.

* Lexical items: Prepositions of Directions

* Gram/ Struc: Adv clauses of reason, of Concession.

* **Teaching aids:** textbook, pictures.*** Procedures:**

Time	Stages and Content	T's activities	Ss' activities	
8'	I. Warm up : Noughts and crosses (Conditional sentences type 1 – p. 103)	- Explain - Model	- Listen	
10'	II. Task 1 : Word study (preposition of direction) Ex: Go straight ahead and then turn right <i>into</i> Park Road. My house is <i>toward</i> Park Road Preposition of direction : into, toward Form : <table border="1" style="width: 100%;"><tr><td>Prep of direction+ Noun phrase/object pron</td></tr></table> Meaning : chỉ hướng / nơ n chốn	Prep of direction+ Noun phrase/object pron	- Start the game - Draw a picture & elicit - What else?	- Play the game - Listen & select preposition across, in front of, to, as far as, above, next
Prep of direction+ Noun phrase/object pron				
10'	* Drill : (p. 102) <i>Answer</i> : (Teacher's book)	- Ask Ss to do - Correct	- Pairwork - Listen	
10'	III. Task 2 : (Because of / in spite of / despite) Ex: <i>Because of</i> the heavy rain, the place is flooded. <i>Despite / in spite of</i> the cold weather, the children were swimming for hours. <table border="1" style="width: 100%;"><tr><td>because of/ in spite of/despite+ noun phrase</td></tr></table> - because of : chỉ lí do - in spite of/ despite : chỉ sự tương phản	because of/ in spite of/despite+ noun phrase	- Elicit - Model - Write on the board - Ask Ss to give the form, use, meaning - Ask Ss to do - Correct	- Listen & answer - Repeat - Give the form, use, meaning - Pairwork
because of/ in spite of/despite+ noun phrase				
	* Drill : (p. 103 – 104)			

<p>15'</p>	<p>Answer : (Teacher's book)</p> <p>IV. Task 3 : Ex: They couldn't take the trip to VungTau. The weather was bad. → They couldn't take the trip to VungTau <i>because of the bad weather.</i> He tries to teach well. The salary is low. → He tries to teach well <i>in spite of the low salary.</i></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Because of + the / her / his.. + (Adj) + N + Being + Adj Despite/ in spite of + V-ing (cùng chủ từ)</p> </div> <p>* <u>Drill</u> : (p. 104)</p>	<ul style="list-style-type: none"> - Elicit - Model - Write on the board - Ask Ss to give the form - Ask Ss to do - Walk around for help - Correct 	<ul style="list-style-type: none"> - Listen & answer - Repeat - Give the form - Groupwork - Answer
<p>2'</p>	<p>Answer : (Teacher's book)</p> <p>V. Homework : Do exercise (p. 89 - 91)</p>	<ul style="list-style-type: none"> - Give the assignment 	<ul style="list-style-type: none"> - Copy

Date:

CONSOLIDATION 2

Period: 66

Sections: Listening, Vocabulary, Grammar

✳ Aim: By the end of the lesson, Ss will be able to listen, review vocabulary and grammar in the previous units.

✳ Lexical items: vocab from unit 5 to unit 8.

✳ Grammar/ Struc: tenses, Reported Speech, Adv Clauses or reason

✳ Teaching aids: cassette tapes, blackboard

✳ Procedures:

⌚	Stages and Content	T's activities	Ss' activities
10'	<u>I. Listening:</u> a) 1. 33 million 2. playing games 3. World Wild Web 4. talk to one another 5. cables b) 1. D 2. B 3. A 4. D 5. A	- asks Ss to listen and answer the qs. -asks ss to choose the best answer.	- listen and answer. -listen and choose A, B, C or D.
15'	<u>II. Vocabulary:</u> a) 1. browse the Web 2. instructions 3. operate 4. gear 5. thrilling 6. excursion 7. temporary 8. documentary 9. commercials 10. socialize b) 11. C 12. D 13. A 14. D 15. A 16. B 17. B 18. C 19. A 20. D	- gets ss to write the proper form of the word. -Ask ss to choose the correct word.	-change the word into N, V, Adj or Adv form. -circle the correct answer.
20'	<u>III. Grammar and Structure:</u> a) 1. haven't been invited 2. Has it been repaired 3. was moved 4. Did they use 5. did not use 6. am not going to fly 7. will get 8. Have they bought; has been sold b) 9. Our teacher advised us to have a sense of fair play in sports. 10. They invited me to go out to dinner	- Ask ss to put the verbs in the correct tenses.	- put the verbs in the Past sim, present per or the past per.

	<p>with them.</p> <p>11. The Ss apologized for not going to class the day before.</p> <p>12. My friend promised to help me with the homework if I had trouble with it.</p> <p>13. Minh suggested going camping on our next vacation.</p> <p>14. Lan refused to lend me her dictionary because she needed it then.</p> <p>c) 15. Because of the heavy rain./ it rained heavily.</p> <p>16. Because of its low price/ it was cheap.</p> <p>17. Because of her poor health/ she has poor health.</p> <p>18. Because of their hospitality/ they are hospitable.</p> <p>19. Because of his injured legs/ his legs were injured.</p> <p>20. Because of the narrow road/ the road is narrow.</p> <p><u>IV. Homework :</u> Prepare for Reading and Writing.</p>	<p>- has ss change into Reported Speech.</p> <p>- Asks ss to complete the sentences with because of.</p> <p>-sets homework.</p>	<p>-change into Reported Speech.</p> <p>-answer the questions, using Because of.</p> <p>-listen and take notes.</p>
--	---	---	---

Date:

CONSOLIDATION 2

Period: 67

Sections: Reading, Writing

✳ Aim: By the end of the lesson, Ss will be able to read a text about Cell phone; write a Confirmation Letter.

✳ Lexical items: vocab from unit 5 to unit 8.

✳ Grammar/ Struc:

✳ Teaching aids: textbook, blackboard

✳ Procedures:

⌚	Stages and Content	T's activities	Ss' activities
20'	<p><u>I. Reading:</u></p> <p>a) 1. F 2. NI 3. NI 4. T 5. NI 6. F 7. T</p> <p>b) 8. took off 9. regular 10. interfere 11. concert hall(s) 12. pacemaker</p>	<p>- asks Ss to read and check T/ F.</p> <p>-asks ss to fill in the blanks.</p>	<p>- read and choose True or False.</p> <p>-reread the text and fill in the words.</p>
25'	<p><u>II. Writing:</u></p> <p>a) Ordering: 1. Confirming the plan. 2. Expressing thanks for the invitation. 3. Promising to bring something to the place. 4. Expressing the acceptance.</p> <p>b) Write a confirmation letter. </p> <p>c) Sharing & Comparing.</p> <p><u>III. Homework :</u> Prepare for Test 45'</p>	<p>- asks Ss to put the sentences in to correct order.</p> <p>-Ask ss to write the letter.</p> <p>-Corrects.</p> <p>-Sets homework.</p>	<p>-answer. 2 – 4 – 1 - 3</p> <p>-individually.</p> <p>-share each other's letter. -Listen and take notes.</p>

Date:

REVISION

Period: 68 & 69

Section: Grammar

T	Stages and Content	T's activities	Ss' activities
	<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 15. _____ television is also a means of learning English. A. Watch B. Watching C. To watch D. Watched 16. You should _____ a lot of grammar exercises if you want to improve your writing. A. did B. doing C. done D. do 17. Chinese is a difficult language _____ . A. to learn B. to be learnt C. to be learning D. to learning 18. The student said that the English test _____ the most difficult. A. is B. was C. will be D. have been 19. They told their parents that they _____ their best to do the test. A. try B. will try C. are trying D. would try 20. Don't forget _____ your dictionary with you to class. A. to bring B. bring C. bringing D. to bringing 21. Her classmates started _____ when she won the race. A. to shout B. shouting C. shout D. shouted 22. You should remember _____ your warm clothes when it's cold. A. to wear B. wearing C. wear D. are wearing 23. The students stopped _____ when the teacher entered the classroom. A. to talk B. talk C. talked D. talking 24. There is more population in the city _____ there is more traffic in the streets. A. and B. because C. but D. although 25. The kids didn't go to the movie last night _____ it rained so heavily. A. and B. but C. because D. although 26. _____ it's rainy, I walk home with my umbrella. A. When B. But C. Because D. Though 27. Lan suggested _____ to the zoo at weekend. A. goes B. went C. going D. to go 28. This movie is not interesting. How about _____ to the concert? A. to go B. going C. go D. went 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>
---	--------------------------------------	---

<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>
---	---	--

	<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>		
--	--	--	--

Date:

REVISION

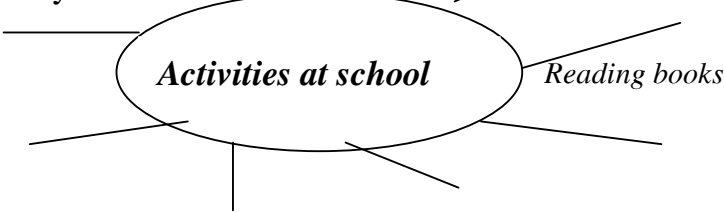
Period: 70

Section: Reading (SCHOOL TALKS)

Aim: By the end of the lesson, Students will be able to read a text about an activity at school.

Teaching aids: lesson plan, handouts,

Procedure:

T	Stages and contents	T's activities	Ss' activities
5	<p>☛ Task 1. <i>Work in groups.</i> Write the activities you usually do at school.</p>  <p><i>Activities at school</i></p> <p><i>Reading books</i></p> <p>Read the passage and then do the tasks that follow.</p> <p>Reading is Fun</p> <p>Have you ever shared or talked about your favorite books with your friends? If you join a book club, you'll have very rewarding experience. By reading and discussing good books with your friends or classmates, you can go into the depth of the books and find them more interesting. When you are scheduled to attend the club regularly, you can't say that you are too busy to sit down with a book. Some students become more confident by leading a discussion or making a book report before an audience. Besides, being a member of a book club, you'll have the chance to make new friends.</p> <p>In order for your club work effectively, it should be small enough so that even shy people can have a chance to express their ideas. However, the club has to be big enough in order to have a variety of viewpoints about the content of the books. A mixture of age groups, sexes, and cultural backgrounds is preferred. This heterogeneous group will provide livelier and more various discussions. The book club could specialize in one or more subjects, depending on the taste of its</p>	<p>-asks Ss to write the activities.</p>	<p>-in groups, write the activities at school.</p>

<p>15</p>	<p>members.</p> <p>☛ Task 2. Match the words in column A with their definitions in column B.</p> <table border="1" data-bbox="240 275 995 737"> <thead> <tr> <th data-bbox="240 275 488 321">A</th> <th data-bbox="496 275 995 321">B</th> </tr> </thead> <tbody> <tr> <td data-bbox="240 331 488 373">1. rewarding</td> <td data-bbox="496 331 995 373">a. opinion.</td> </tr> <tr> <td data-bbox="240 380 488 422">2. scheduled</td> <td data-bbox="496 380 995 422">b. successful.</td> </tr> <tr> <td data-bbox="240 428 488 470">3. effective</td> <td data-bbox="496 428 995 512">c. consisting of different kinds of people or things.</td> </tr> <tr> <td data-bbox="240 476 488 518">4. viewpoint</td> <td data-bbox="496 476 995 602">d. planned to happen at a particular time.</td> </tr> <tr> <td data-bbox="240 525 488 567">5. background</td> <td data-bbox="496 525 995 693">e. (someone's) family and education.</td> </tr> <tr> <td data-bbox="240 573 488 615">6. heterogeneous</td> <td data-bbox="496 573 995 737">f. worth doing.</td> </tr> </tbody> </table>	A	B	1. rewarding	a. opinion.	2. scheduled	b. successful.	3. effective	c. consisting of different kinds of people or things.	4. viewpoint	d. planned to happen at a particular time.	5. background	e. (someone's) family and education.	6. heterogeneous	f. worth doing.	<p>-has Ss match the words.</p>	<p>1. f 2. d 3. b 4. a 5. e 6. c</p>
A	B																
1. rewarding	a. opinion.																
2. scheduled	b. successful.																
3. effective	c. consisting of different kinds of people or things.																
4. viewpoint	d. planned to happen at a particular time.																
5. background	e. (someone's) family and education.																
6. heterogeneous	f. worth doing.																
<p>15</p>	<p>☛ Task 3. Decide whether these sentences are true (T) or false (F).</p> <p><input type="checkbox"/> 1. Reading and discussing books with other students help us understand the books better.</p> <p><input type="checkbox"/> 2. We don't have much time for reading if we join a book club.</p> <p><input type="checkbox"/> 3. Giving a book report in a club can be rewarding experience.</p> <p><input type="checkbox"/> 4. We can make friends with members of our book club.</p> <p><input type="checkbox"/> 5. Shy people are not willing to express their ideas in a small club.</p> <p><input type="checkbox"/> 6. A book club with members of different ages and backgrounds provides a variety of interests.</p>	<p>-asks Ss to read the text and write T or F.</p>	<p>1. T 2. F 3. T 4. T 5. F 6. T</p>														
<p>10</p>	<p>☛ Task 4. <i>Work in pairs.</i> Talk about your favorite activities at school.</p> <p>-Use: What, Who, When, Where, How long.....</p> <p>-Do you like reading?</p> <p>-What subjects do you like best?</p>	<p>-gets Ss to ask and answer in pairs.</p>	<p>-pairwork.</p>														

Date:

REVISION

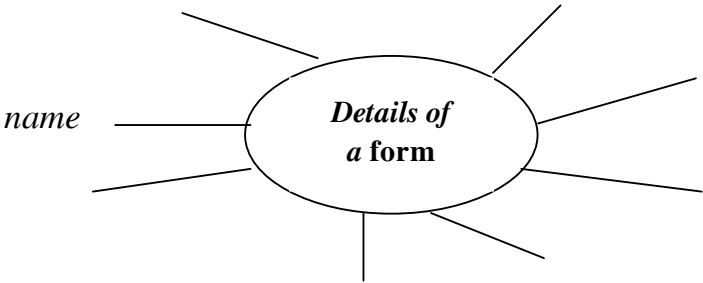
Period: 71

Section: Writing (Fill in a Registration Form)

Aim: By the end of the lesson, Students will be able to fill different kinds of registration forms.

Teaching aids: lesson plan, handouts, paper.

Procedure:

T	Stages and contents	T's activities	Ss' activities
5	<p>☛ Task 1. <i>Work in groups.</i> Write the details of a form.</p> <div style="text-align: center;">  </div> <p>☛ Task 2. Read the information about the following people and match them with the appropriate forms that follow.</p> <ol style="list-style-type: none"> Tran Sinh is a Vietnamese high school student. He was born on January 12, 1990, in Ha Noi. He studies English because he wants to win a scholarship to study abroad. He is living with his family at 81 Tran Hung Dao Street, Hoan Kiem District, Ha Noi. His telephone number is 04-8232043. Trinh Quan is a businessman. He was born on June 25, 1970, in Da Nang. He works as a painter at ABC International Design. This summer he wants to register for an Australia Tour so that he can visit his brother, who is working as a computer expert in Sydney. His address is 12 Nguyen Chi Thanh Street, Da Nang. His telephone number is 0511-8223456. Le Linh is a college student. She was born on December 15, 1985, in HCM City. She wants to study at an international technology institute in an English-speaking country. Her address is 15 Nguyen Trai Street, HCM City. Her telephone number is 08-8323556. 	<p>-gets Ss to write the details of a form.</p>	<p>-in groups, write the details of a form.</p>

<p>10</p>	<p>A.</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">PASSPORT</p> <p>Full name: <i>Trinh Quan</i></p> <p>Nationality: <i>Vietnamese</i></p> <p>Date of birth: <i>June 25, 1970</i></p> <p>Place of birth: <i>Da Nang</i></p> <p>Sex: F <input type="checkbox"/> M <input checked="" type="checkbox"/></p> <p>Date of issue: <i>August 12, 2006</i></p> <p>Date of expiration: <i>August 12, 2011</i></p> </div> <p>B.</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">IGE LANGUAGE CENTER</p> <p style="text-align: center;">Registration Form</p> <p>1. Last name: <i>Tran</i></p> <p>2. First name: <i>Sinh</i></p> <p>3. Nationality: <i>Vietnamese</i></p> <p>4. City & country: <i>Ha Noi - Viet Nam</i></p> <p>5. Course to register: <i>English</i></p> <p>6. Contact address: <i>81 Tran Hung Dao Street, Hoan Kiem District, Ha Noi, Tel. 04-8232043</i></p> </div> <p>C.</p> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">ROCKWELL INSTITUTE OF TECHNOLOGY ENROLLMENT FORM</p> <p><i>Le</i> <i>Linh</i></p> <hr/> <p>Last name First name Middle name</p> <p><i>Vietnamese</i> <i>December 15, 1985</i></p> <p>Citizenship Date of birth</p> <p><i>15, Nguyen Trai Street, HCM City</i></p> <p>Address in home country</p> <p><i>08-8323556</i></p> <hr/> <p>Telephone</p> </div> <p>☛ Task 3. Use the information above to fill in the appropriate forms provided.</p> <p>☛ Task 4. <i>Exhibition.</i> Show some forms on the blackboard.</p>	<p>-asks Ss to match the information about people with the correct forms. (these are the forms with answer key)</p> <p>-has Ss fill the information in the correct forms. -gets some feedback on</p>	<p>1. B 2. A 3. C</p> <p>- fill the information in the correct forms.</p> <p>-look at and remark.</p>
-----------	--	--	---

		the board.	
--	--	------------	--