

CHU QUANG BÌNH

THIẾT KẾ BÀI GIẢNG

TIẾNG ANH

10

NÂNG CAO - TẬP MỘT

NHÀ XUẤT BẢN HÀ NỘI

Lời nói đầu

Để hỗ trợ cho việc dạy, học môn Tiếng Anh 10 theo chương trình sách giáo khoa mới ban hành năm học 2006 – 2007, chúng tôi biên soạn cuốn **Thiết kế bài giảng Tiếng Anh 10 nâng cao** gồm hai tập. Sách giới thiệu một cách thiết kế bài giảng Tiếng Anh 10 theo tinh thần đổi mới phương pháp dạy học nhằm phát huy tính tích cực nhận thức của học sinh.

Về nội dung: Sách được viết theo đúng trình tự các bài học trong sách giáo khoa lớp 10: gồm 16 bài, mỗi bài được chia thành từ 7 đến 8 tiết. Ở mỗi tiết học đều chỉ rõ mục tiêu, đồng thời chỉ rõ các công việc chuẩn bị của giáo viên, các phương tiện trợ giảng cần thiết nhằm đảm bảo chất lượng từng tiết học trên lớp.

Trình tự các bước tiến hành bài giảng được chia thành các hoạt động: Kiểm tra bài cũ, Hoạt động bài mới, Củng cố kiến thức, Bài tập về nhà và Hoạt động bổ trợ. Hoạt động bài mới được thiết kế thành những hoạt động 1, 2... theo các phần nhỏ đúng trình tự trong sách giáo khoa. Ở mỗi hoạt động nhỏ này đều được thiết kế theo mô hình “Pre- While – Post” cho từng kĩ năng. Hoạt động bổ trợ bao gồm các trò chơi, bài tập bám sát nội dung của tiết học. Giáo viên có thể lựa chọn và lồng ghép vào các hoạt động khác trong tiết học hoặc tiến hành sau khi đã hoàn thành các hoạt động chính trong bài.

Về phương pháp: Sách đã cố gắng vận dụng phương pháp dạy học mới để chuyển tải từng nội dung cụ thể của bài học. Ở mỗi tiết học tác giả đưa ra một loạt các hoạt động lồng ghép như: xem tranh, đoán tranh, làm việc theo cặp, theo nhóm, ... nhằm phát huy tính tích cực, tự giác trong học tập của học sinh. Đặc biệt, nhằm hình thành đồng thời cả 4 kĩ năng: nghe (listening), nói (speaking), đọc (reading), viết (writing) tiếng Anh, sách đã tập trung nhiều vào hoạt động luyện tập trong mỗi giờ học. Ngoài ra, sách đưa ra các tình huống giao tiếp và trò chơi thích hợp, nhằm giúp học sinh có điều kiện củng cố vững chắc bài học.

Chúng tôi hi vọng cuốn sách sẽ là tài liệu tham khảo hữu ích cho các thầy, cô giáo dạy môn Tiếng Anh 10 trong việc nâng cao hiệu quả bài giảng của

mình. Đồng thời rất mong nhận được ý kiến đóng góp của các thầy, cô giáo và các bạn đọc gần xa để cuốn sách ngày càng hoàn thiện.

TÁC GIẢ

UNIT 1

SCHOOL TALKS

PERIOD 1 & 2 (Reading)

I. Aim

Reading a passage about team learning

II. Objectives

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

- define *team learning* and discuss ways to build an effective team learning.
- improve reading skill through True, False or Not Mentioned and Summary Mapping exercises

III. Materials

Textbook, whiteboard markers,...

Pictures demonstrating team learning

IV. Anticipated problems

Ss may have difficulty in doing True, False or Not Mentioned and Summary Mapping exercises.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
15'	WARM-UP Brainstorming Ask Ss to work in pairs and discuss the advantages of studying in groups and studying individually. Gather ideas and write them on the board.	Pair work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>										
	<p>Suggested ideas:</p> <table border="1"> <thead> <tr> <th>Studying in groups</th> <th>Studying individually</th> </tr> </thead> <tbody> <tr> <td><i>share ideas with /get new ideas from friends</i></td> <td><i>think and solve the problems independently</i></td> </tr> <tr> <td><i>help each other in learning</i></td> <td><i>do not depend on others in learning</i></td> </tr> <tr> <td><i>have more fun (chat or play games after studying)</i></td> <td><i>improve concentration and learning autonomy</i></td> </tr> <tr> <td><i>build up team working ability</i></td> <td></td> </tr> </tbody> </table> <p>Have Ss ask and answer the question: <i>Which way of learning do you prefer? Give reasons.</i> Call on some Ss to share the ideas in front of the class.</p> <p>Set the scene <i>Team working in general and team learning in particular has been popular in recent times. More and more students enjoy learning in a team. In today's lesson, we will find out the activities that a team can work together and the strategies for building a strong team work.</i></p>	Studying in groups	Studying individually	<i>share ideas with /get new ideas from friends</i>	<i>think and solve the problems independently</i>	<i>help each other in learning</i>	<i>do not depend on others in learning</i>	<i>have more fun (chat or play games after studying)</i>	<i>improve concentration and learning autonomy</i>	<i>build up team working ability</i>		
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<i>help each other in learning</i>	<i>do not depend on others in learning</i>											
<i>have more fun (chat or play games after studying)</i>	<i>improve concentration and learning autonomy</i>											
<i>build up team working ability</i>												
10'	<p style="text-align: center;">PRE-READING</p> <p>Vocabulary pre-teach achievement (n): <i>the act of achieving smt, success</i> (thành tích, thành quả) satisfaction (n): <i>the act of satisfying or the act of being satisfied</i> (sự hài lòng) class notes: <i>main points taken in class /during the lesson</i> (sổ ghi chép ý chính trên lớp)</p>	Whole class										

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>unfamiliar (a): <i>not knowing well or at all</i> (xa lạ, không quen biết)</p> <p>strategy (n): <i>the art of planning and policy in learning</i> (chiến lược, cách học)</p> <p>maximize (v): <i>to make as great as possible</i> (tối đa hóa)</p> <p>attentive (a): <i>giving or showing attention</i> (chăm chú)</p> <p>cooperative (a): <i>working together</i> (hợp tác)</p> <p>personality (n): <i>personal character, identity of a person</i> (tính cách)</p> <p>shared interests and lifestyles (n): <i>the same hobbies and way of living</i> (sở thích và lối sống chung)</p> <p>Checking technique</p> <p>Sentence modeling</p> <p>Ask Ss to make sentences with the new words above. Call on several Ss to make sentences with the same word to make sure Ss understand the meaning of the words.</p>	
15'	<p style="text-align: center;">WHILE-READING</p> <p>Task 1 - True, False or Not Mentioned</p> <p>Tell Ss to read the statements carefully before reading the passage.</p> <p>Explicit the term <i>Not Mentioned/ Not Given</i>.</p> <p>Ask Ss to read the passage individually and decide whether the statements are true, false or not mentioned. Correct the false statements.</p> <p>Have Ss compare their answers with a friend.</p> <p>Call on some Ss to explain their answers in front of the class.</p>	Individual work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
15'	<p>Feedback and give correct answers:</p> <p>1. <i>T</i> 2. <i>T</i> 3. <i>NI</i></p> <p>4. <i>F</i> 5. <i>F</i></p> <p>Correct wrong information</p> <p>4. <i>You should choose teammates with shared interests.</i></p> <p>5. <i>A small team allows more face-to-face interaction and is easier to get together.</i></p> <p>Task 2 - Answering Questions</p> <p>Ask Ss to work in pairs, read the passage again and answer the questions.</p> <p>Tell Ss to discuss and highlight or underline parts of the text to locate the information for the answers.</p> <p>Call on some pairs to read their answers aloud in front of the class.</p> <p>Correct the answers in front of the class as a whole.</p> <p>Suggested answers:</p> <p>1. <i>..... Because you and your teammates can understand the lessons more thoroughly</i></p> <p>2. <i>It helps you get together outside of class more easily and you have more face – to– face interaction.</i></p> <p>3. <i>Having right teammates, forming teams with both genders, having small-size groups make a team successful. Some teams are more successful than others because they have effective strategies.</i></p> <p>4. <i>(Ss' answers.)</i></p>	Pair work
15'	<p>Task 3 - Summary Mapping</p> <p>Form small groups. Ask Ss to read the text again</p>	Group work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>and complete the map in the book.</p> <p>Encourage Ss to complete the map as quickly as possible.</p> <p>Draw the map on the board.</p> <p>Call on representatives from groups to go to the board and complete the map.</p> <p>Ask Ss for comments and corrections.</p> <p>Feedback and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>Strategies</i> 2. <i>Sharing class notes</i> 3. <i>Reviewing test results</i> 4. <i>Forming teams with both genders</i> 5. <i>Keeping your group size small</i> 6. <i>Learning more from friends than from teachers or textbooks</i> 	
15'	<p style="text-align: center;">POST-READING</p> <p>Ask Ss to close the book and discuss the questions:</p> <p><i>Why is team learning important?</i></p> <p><i>What are the strategies for maximizing the performance of team work?</i></p> <p>Encourage Ss to add their own ideas when discussing.</p> <p>Call on some Ss to make short talks on the topic in front of the class.</p> <p>Ask other Ss for comments on the presenters' performance regarding accuracy, content and fluency.</p> <p><i>Note:</i> Ts can also organize a competition to find the best presenter of the day following the below assessment criteria:</p>	Group work

<i>Time</i>	<i>Steps</i>					<i>Work arrangement</i>
	Presenter	Accuracy (3)	Fluency (3)	Content (4)	Total (10)	
	1.					
	2.					
5'	WRAPPING Summarize the main points. Assign homework.					Whole class

Supplements

Exercise

Choose the most suitable word to complete the sentences

1. *Students are encouraged to.....research while studying at high school.*
a. do b. make c. have d. get
2. *It is good to share class.....after lessons.*
a. names b. notes c. books d. mates
3. *.....people have very good spirit of team working.*
a. Succeed b. Success c. Successful d. Successfully
4. *In order to.....teams, you must look for the right teammates.*
a. form b. set c. make d. do

Answers:

1. *a* 2. *b* 3. *c* 4. *a*

PERIOD 3 (Listening)

I. Aim

Listening to a conversation for general and detailed information

II. Objectives

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

- talk about their school days following the information in the listening.
- improve listening skill by doing the listening tasks assigned.

III. Materials

Textbook, whiteboard markers, cassette player,...

IV. Anticipated problems

Ss may have difficulty in understanding some new words in the listening.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>												
7'	<p>WARM-UP</p> <p>Matching</p> <p>Ask Ss to work in pairs and match the words in A with the ones in B to make good words.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">A</th> <th style="text-align: center;">B</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><i>1. over</i></td> <td style="text-align: center;"><i>a. learning</i></td> </tr> <tr> <td style="text-align: center;"><i>2. left</i></td> <td style="text-align: center;"><i>b. work</i></td> </tr> <tr> <td style="text-align: center;"><i>3. village</i></td> <td style="text-align: center;"><i>c. sleep</i></td> </tr> <tr> <td style="text-align: center;"><i>4. home</i></td> <td style="text-align: center;"><i>d. school</i></td> </tr> <tr> <td style="text-align: center;"><i>5. team</i></td> <td style="text-align: center;"><i>e. handed</i></td> </tr> </tbody> </table> <p>Answers:</p> <p style="margin-left: 20px;"><i>1. oversleep</i></p> <p style="margin-left: 20px;"><i>2. left-handed</i></p>	A	B	<i>1. over</i>	<i>a. learning</i>	<i>2. left</i>	<i>b. work</i>	<i>3. village</i>	<i>c. sleep</i>	<i>4. home</i>	<i>d. school</i>	<i>5. team</i>	<i>e. handed</i>	Pair work
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<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>3. <i>village school</i> 4. <i>homework</i> 5. <i>team learning</i></p> <p>Explicit some new words in the listening: oversleep: <i>ngủ quá giấc</i> left-handed: <i>thuận tay trái</i> strict: <i>ngghiêm khắc</i> recite: <i>kể lại, trình bày lại</i></p>	
7'	<p style="text-align: center;">PRE-LISTENING</p> <p>Ask Ss to work independently and complete the sentences with the words and phrases given. Have Ss compare the answers with a friend. Call on some Ss to read their answers aloud in front of the class. Feedback and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>Our teacher always sticks to rules. He is very strict.</i> 2. <i>Yesterday I missed the school bus because I overslept.</i> 3. <i>My father never hits me with a stick.</i> 4. <i>Jack used to live in the country and go to a school village.</i> 5. <i>He doesn't write with his right hand. He is left-handed.</i> 6. <i>I always feel nervous when my teachers ask me to recite my lessons in front of the class.</i> <p>Further explain key words for listening if necessary.</p>	Individual work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	<p style="text-align: center;">WHILE-LISTENING</p> <p>Set the scene <i>Many people say that school days are the happiest days in their life. In today's lesson, you will listen to Mr. Ba talking to his nephew about his school days. You listen to the tape and do the tasks followed.</i></p> <p>Task 1 - True or False Ask Ss to read the statements carefully before listening to the tape. Play the tape more than once if necessary. Call on some Ss to explain their answers in front of the class. Check their answers in front of the class as a whole. Give correct answers: 1. <i>F (He started school in 1942 when he was six.)</i> 2. <i>T</i> 3. <i>T</i> 4. <i>F (His teachers made him write with his right hand. They hit him on the fingers when he wrote with his left hand.)</i> 5. <i>F (He just learned at home and recited them in class.)</i></p>	Individual work
10'	<p>Task 2 - Answering Questions Ask Ss to listen to the tape again and give short answers to the questions in pairs. <i>Note: Ss don't need to use the exact words in the tape. They can use their own words if necessary.</i> Call on some Ss to read their answers aloud in front</p>	Pair work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>of the class. Ask for corrections from other Ss.</p> <p>Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>He was six</i> 2. <i>Because his teachers hit him on the fingers (when he wrote with his left hand).</i> 3. <i>On foot.</i> 4. <i>Because he was late for school.</i> 5. <i>By writing 100 times the sentences: “I must leave home early. I must not arrive late.”</i> <p>Tapescript</p> <p><i>Nam: When did you start school, Granddad?</i></p> <p><i>Mr. Ba: Well,.... er...I was born in 1936 and I started school when I was six. It was just a village school with only five rooms. I stayed there till I was eleven. Then I moved to a bigger school in the town.</i></p> <p><i>Nam: And what can you remember about your first school days?</i></p> <p><i>Mr. Ba: (laughs) In the beginning I was terrified because, you know , I am left-handed and my teachers made me write with my right hand . All of them were kind but very strict .They hit me on the fingers when I wrote with my left hand.</i></p> <p><i>Nam: And when you were eleven, you studied in the town. Was it far from your home?</i></p> <p><i>Mr.Ba: Well, about 4 km. Every day I had to get up very early and walk to school because there was no transportation. I didn't get a bike till I was eighteen. However, I was</i></p>	

Time	Steps	Work arrangement
	<p><i>never late for school except one day when I overslept and arrived school late for 15 minutes.</i></p> <p><i>Nam: Were you punished by your teachers?</i></p> <p><i>Mr. Ba: Certainly. I was asked to write one hundred times the sentences: "I must leave home early. I must not arrive late". But I was never hit, never.</i></p> <p><i>Nam And did you have to do much homework?</i></p> <p><i>Mr. Ba: Homework? I don't remember any homework. I just learned my lessons at home and recited them in class. The teachers never thought of it.</i></p> <p><i>Nam: So were your school days the happiest days in your life?</i></p> <p><i>Mr. Ba : Yes, I think so.</i></p>	
8'	<p style="text-align: center;">POST-LISTENING</p> <p>Let Ss work in pairs and discuss the questions:</p> <p><i>What do you remember most about your school days (lower secondary school)?</i></p> <p><i>What subjects did you like to study/did you hate most?</i></p> <p><i>Who were your closest friends?</i></p> <p><i>What was the sweetest memory that you had?</i></p> <p>...</p>	Pair work
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarize the main points.</p> <p>Assign homework.</p>	Whole class

Supplements

Exercise

Match the following school subjects with their definitions. Mark each subject either S (Science subject) or A (Arts subject)

- | | |
|--------------|--------------------------------|
| a. History | f. Chemistry |
| b. Music | g. Biology |
| c. Maths | h. IT (Information Technology) |
| d. Economics | i. Geography |
| e. Physics | j. Art |

1. *The study of plant, animal, and human life.*
2. *The study of the world's physical features, climate, populations,...*
3. *The study of the past.*
4. *The study of painting and drawing.*
5. *How to use computers.*
6. *The study of heat, sound, electricity,...*
7. *Arithmetic, algebra, geometry, calculus,...*
8. *The study of elements and how they combine and react.*
9. *The study of financial systems.*
10. *Playing instruments and singing.*

Answers:

- | | | | | |
|----------|----------|----------|----------|-----------|
| 1. g (S) | 2. i (S) | 3. a (A) | 4. j (A) | 5. h (S) |
| 6. e (S) | 7. c (S) | 8. f (S) | 9. d (S) | 10. b (A) |

PERIOD 4 (Speaking)

I. Aim

Talking about favorite school subjects or teammates

II. Objectives

By the end of the lesson, Ss will be able to talk about their favorite school subjects or teammates by using *likes* and *dislikes* expressions such as *I like, I'd...*

III. Materials

Textbook, whiteboard markers,...

IV. Anticipated problems

Ss may have no ideas about an ideal teammate.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>												
7'	<p style="text-align: center;">WARM-UP</p> <p>Jumbled Words</p> <p>Write the words whose letters are in a random order on the board. All the words are about school subjects.</p> <p>Divide the class into two teams. Ss from two teams go to the board and write the correct words.</p> <p>The team which writes more correct words first will be the winner.</p> <table><tr><td>1. <i>amths</i></td><td>2. <i>irelutrle</i></td></tr><tr><td>3. <i>oyilbog</i></td><td>4. <i>sihpciys</i></td></tr><tr><td>5. <i>ihytors</i></td><td>6. ...</td></tr></table> <p>Answers:</p> <table><tr><td>1. <i>Maths</i></td><td>2. <i>Literature</i></td></tr><tr><td>3. <i>Biology</i></td><td>4. <i>Physics</i></td></tr><tr><td>5. <i>History</i></td><td>6. ...</td></tr></table>	1. <i>amths</i>	2. <i>irelutrle</i>	3. <i>oyilbog</i>	4. <i>sihpciys</i>	5. <i>ihytors</i>	6. ...	1. <i>Maths</i>	2. <i>Literature</i>	3. <i>Biology</i>	4. <i>Physics</i>	5. <i>History</i>	6. ...	Group work
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10'	<p style="text-align: center;">PRE-SPEAKING</p> <p>Ask Ss to discuss in groups the question: <i>What is an ideal teammate / friend like?</i></p> <p>Encourage Ss to share as many ideas as possible.</p> <p><i>Note:</i> An ideal teammate may not have the same qualities as an ideal friend.</p> <p>Tell Ss to write down two qualities each should have and two qualities each should not have in the box.</p>	Group work												

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>									
	<p>Call on some Ss to explain their ideas. Gather ideas and give suggested answers:</p> <table border="1"> <thead> <tr> <th></th> <th>Should</th> <th>Shouldn't</th> </tr> </thead> <tbody> <tr> <td>the ideal teammate</td> <td>be cooperative be constructive</td> <td>have different interests be aggressive</td> </tr> <tr> <td>the ideal friend</td> <td>be understanding be helpful</td> <td>be selfish be talkative</td> </tr> </tbody> </table>		Should	Shouldn't	the ideal teammate	be cooperative be constructive	have different interests be aggressive	the ideal friend	be understanding be helpful	be selfish be talkative	
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the ideal friend	be understanding be helpful	be selfish be talkative									
15'	<p style="text-align: center;">WHILE-SPEAKING</p> <p>Ask Ss to work in pairs and talk about the people or school subjects they like/ dislike working with. Tell them to use the information in part A and the expressions in the discussion. Go around the class and provide help when necessary. Call on some pairs to act out the conversation in front of the class. Suggested answers: <i>A: What kinds of people do you like working with?</i> <i>B: I like funny stories so I'd prefer working with someone who has a good sense of humor. What about you?</i> <i>A: I really enjoy working in a team so I like someone who is cooperative. I hate someone who only cares for himself or herself.</i> ...</p>	Pair work									
10'	<p style="text-align: center;">POST-SPEAKING</p> <p>After class activities Ask Ss to write five sentences about things they like doing most after class.</p>	Pair work									

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Tell Ss to work in pairs and share the ideas with a friend.</p> <p>Call on some Ss to read their sentences aloud in front of the class.</p> <p>Make necessary corrections on Ss' pronunciation and intonation.</p> <p>Suggested answers:</p> <p><i>After school I like playing football best because it makes me healthy. Besides I can meet a lot of friends in the playing field.</i></p> <p>....</p>	
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarize the main points.</p> <p>Assign homework.</p>	Whole class

Supplements

Group Discussion

Have Ss work in groups and discuss the qualities of *an ideal friend/classmate/teacher...*

PERIOD 5 & 6 (Writing)

I. Aim

Writing a narrative

II. Objectives

By the end of the lesson, Ss will be able to write a narrative about school activities.

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Ask Ss to work in pairs and rearrange the sentences about Ba’s childhood memories when he was at school 30 years ago.</p> <p>Notice Ss the connectors in the story: <i>after that, but, as a result, unfortunately,</i></p> <p>Call on some Ss to explain their answers in front of the class.</p> <p>Feedback and give correct answers:</p> <p style="text-align: center;">3, 4, 2, 1, 6, 8, 10, 7, 9, 5</p> <p><i>(Mr. Ba used to live in the village and his house was very far from school. When he was a fifth grader, he had to walk to school everyday. One morning he overslept. He hurriedly went to school, but he was fifteen minutes late. Unfortunately, the teacher asked him to recite the history lesson. Being very tired, Mr. Ba almost forgot his lesson. As a result, the teacher asked him to write 100 times the sentences: “I must not be late for school.” and “I must know my lessons well”. After that, he was never late for school.)</i></p>	
40’	<p style="text-align: center;">WHILE-WRITING</p> <p>Ask Ss to work independently and write a story about a school activity.</p> <p>Tell Ss to answer the questions as the outline of the story.</p> <p>Go around the class and provide help when necessary.</p> <p>Ask Ss to cross check the writing with a friend.</p> <p>Write some sentences from Ss’ writings whose contain typical mistakes and correct them in front of the class as a whole.</p>	Individual work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Give suggested answers:</p> <p><i>Tuan is a good student in my class, but he often plays jokes on his friends. One day , before the history class, Tuan took a big piece of paper and wrote on it : “ I’M A BEAR AND I DON’T LIKE HISTORY .” . Then, he secretly glued the paper on our class monitor’s back. When our monitor stood up to answer the question of the history teacher, we saw the words and laughed a lot. The teacher was very surprised and easily found out what was happening. As a result of this joke, we were asked to sweep the schoolyard for a week.</i></p>	
15’	<p style="text-align: center;">POST-WRITING</p> <p>Ask Ss to work in pairs and tell the story.</p> <p><i>Note:</i> Ss may add more information when telling the story.</p> <p>Call on some Ss to tell the story in front of the class.</p> <p>Make necessary comments on Ss’ performance.</p>	Pair work
5’	<p style="text-align: center;">WRAPPING</p> <p>Summarize the main points.</p> <p>Assign homework.</p>	Whole class

Supplements

Exercise

Mistakes Correction

Underline and correct the mistakes in the following sentences

1. *My sister is a tenth grade at Kim Lien High School.*
2. *Finally, he decided taking a bus to school.*
3. *I got up so late that I was late 15 minutes for class.*
4. *I want to work with someone who has a good sense of humorous.*

Answers:

Mistakes

1. *grade*
2. *taking*
3. *late 15 minutes*
4. *humorous*

Corrections

- grader*
- to take*
- 15 minutes late*
- humor*

PERIOD 7
(Language focus)

I. Aim

Reviewing the use of *gerund / to + base form of verb*

II. Objectives

By the end of the lesson, Ss will be able to distinguish the verbs that can be followed by *gerunds* and by *to base form of verb* and use them appropriately.

III. Materials

Textbook, whiteboard markers,...

IV. Anticipated problems

Ss may not be familiar with transforming sentences by using one word given.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	<p style="text-align: center;">WARM-UP</p> <p>Networks Ask Ss to work in groups and make a list of words relating to TEAM. The group which has the longest list will be the winner.</p>	Group work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<div data-bbox="446 241 820 451" data-label="Diagram"> </div> <p data-bbox="337 472 979 703"> Tell Ss to compare their word list with the Word Study in the book. Ask Ss to pick out two words that do not go with the word TEAM. Give correct answers: <i>Job and share</i> </p>	
15'	<p data-bbox="527 737 787 768" style="text-align: center;">PRESENTATION 1</p> <p data-bbox="337 789 722 821">Introduce the grammar point:</p> <p data-bbox="337 835 979 1020"> In English, there are verbs that can be followed only by some certain forms. In today's lesson, we will study the verbs that can be followed by <i>gerunds</i>, by <i>to + base form of verb</i> and by <i>object + to + base form of verb</i>. </p> <p data-bbox="337 1035 966 1066">Distinguish the <i>gerund</i> and <i>to + base form of verb</i></p> <p data-bbox="337 1081 979 1484"> The base form of a verb often functions as an infinitive. It is called the <i>bare infinitive</i> because it is used without <i>to</i>. We must distinguish it from the <i>to-infinitive</i>, where <i>to</i> is always used in front of the base form of the verb. The <i>-ing</i> form of a verb sometimes functions as a <i>gerund</i> (a kind of noun) and sometimes as a present participle. Many verbs and adjectives, and some nouns, can be followed by one of these forms, and in some cases by more than one form. From the student's point of view, the problem is knowing which form is appropriate. This </p>	Whole class

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>																						
	<p>may be because only one form is grammatically correct, e.g: <i>enjoy doing</i> or <i>fail to do</i>. Or it may be because only one form suits what we want to say, e.g: <i>remember to do</i> or <i>remember doing</i>.</p> <p>The following list are the verbs which can only followed by <i>gerund</i>, by <i>to + base form of verb</i> or <i>by object + to + base form of verb</i></p> <p>1. Verbs that can be followed by <i>gerund</i>:</p> <table data-bbox="381 569 820 737"> <tr> <td><i>enjoy</i></td> <td><i>avoid</i></td> </tr> <tr> <td><i>mind</i></td> <td><i>consider</i></td> </tr> <tr> <td><i>practice</i></td> <td><i>miss</i></td> </tr> <tr> <td><i>postpone</i></td> <td><i>risk</i></td> </tr> </table> <p>2. Verbs that can be followed by <i>to + base form of verb</i>:</p> <table data-bbox="381 831 792 1031"> <tr> <td><i>agree</i></td> <td><i>refuse</i></td> </tr> <tr> <td><i>manage</i></td> <td><i>fail</i></td> </tr> <tr> <td><i>decide</i></td> <td><i>plan</i></td> </tr> <tr> <td><i>hope</i></td> <td><i>expect</i></td> </tr> <tr> <td><i>seem</i></td> <td><i>tend</i></td> </tr> </table> <p>3. Verbs that can be followed <i>by object + to + base form of verb</i></p> <table data-bbox="381 1119 781 1192"> <tr> <td><i>ask</i></td> <td><i>allow</i></td> </tr> <tr> <td><i>persuade</i></td> <td><i>tell</i></td> </tr> </table> <p>Ask Ss to have more examples with each point. Make sure Ss understand clearly.</p>	<i>enjoy</i>	<i>avoid</i>	<i>mind</i>	<i>consider</i>	<i>practice</i>	<i>miss</i>	<i>postpone</i>	<i>risk</i>	<i>agree</i>	<i>refuse</i>	<i>manage</i>	<i>fail</i>	<i>decide</i>	<i>plan</i>	<i>hope</i>	<i>expect</i>	<i>seem</i>	<i>tend</i>	<i>ask</i>	<i>allow</i>	<i>persuade</i>	<i>tell</i>	
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10'	<p style="text-align: center;">PRACTICE 1</p> <p>Ask Ss to do exercise a) individually: Put the verbs into the correct form.</p> <p>Call on some Ss to read aloud their answers in front of the class.</p>	Individual work																						

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Feedback and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>I was very tired. I tried to keep my eyes open but I couldn't.</i> 2. <i>She told him to lock the door.</i> 3. <i>My father allowed me to use his camera.</i> 4. <i>I want to know the truth.</i> 5. <i>When I'm tired, I enjoy watching television. It's relaxing.</i> 6. <i>It was a nice day, so we decided to go for a picnic.</i> 7. <i>I'm not in a hurry. I don't mind waiting.</i> 8. <i>We were hungry, so I suggested having early.</i> 	
10'	<p style="text-align: center;">PRACTICE 2</p> <p><i>Note: This is a difficult exercise. It can be done in class or at home up to Ss' level.</i></p> <p>Answers:</p> <ol style="list-style-type: none"> 1. <i>I regret selling my motorbike.</i> 2. <i>Students couldn't wait to see their new teacher.</i> 3. <i>I happened to see your sister yesterday.</i> 4. <i>Do you fancy going for a walk?</i> 5. <i>I tend to arrive at school five minutes early.</i> 6. <i>Peter can't stand getting up early in winter</i> 7. <i>My group carried on seeking information for our class presentation.</i> 8. <i>I'll never forget visiting Ha Long Bay.</i> 	Individual work

Unit 2

PEOPLE'S BACKGROUND

PERIOD 1 & 2 (Reading)

I. Aim

Reading about famous people

II. Objectives

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

- talk about three famous people: Louis Pasteur, Ton That Tung and Nelson Mandela by using the information in the reading.
- enhance reading skill through Table Completion and Answering Questions exercises.

III. Materials

Textbook, whiteboard markers,...

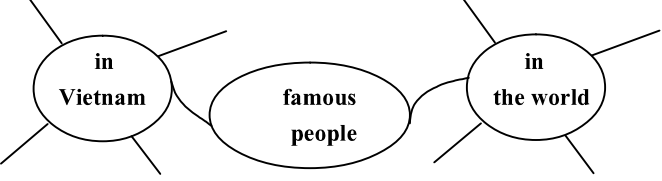
Pictures of famous people

IV. Anticipated problems

Ss may lack background information about people in the lesson.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
15'	WARM-UP Networks Divide the class into small groups. Ask Ss to list all famous people in Vietnam and around the world following the network.	Group work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	 <p>The group with the longest list will be the winner. Gather ideas and ask Ss to compare the list they have made with the list in column A to find the names that are the same.</p>	
20'	<p style="text-align: center;">PRE-READING</p> <p>Ask Ss questions about the person in column A: <i>Do you know Nguyen Huu Canh / Louis Pasteur...?</i> <i>Where is he from?</i> <i>What did he do?</i> ...</p> <p>Have Ss work in pairs and match the names of people in column A with relevant information in column B. Encourage Ss to discuss with each other when doing the task. Call on some Ss to explain their answers in front of the class. Feedback and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>d. Nguyen Huu Canh was the founding father of Sai Gon.</i> 2. <i>c. Louis Pasteur discovered Da Lat.</i> 3. <i>f. Yuri Gagarin was the first man in the space.</i> 4. <i>a. Ernest Hemingway wrote The Old Man and the Sea.</i> 	Pair work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>5. <i>h. Charles Dickens wrote David Copperfield.</i></p> <p>6. <i>b. Walt Disney was the creator of Mickey Mouse.</i></p> <p>7. <i>e. Nelson Mandela was the first black president of South Africa.</i></p> <p>8. <i>g. Alexandre Yersin developed the vaccine for preventing rabies.</i></p> <p>Give further information about the above people when necessary. (See Supplements)</p> <p>Vocabulary pre-teach</p> <p>world-famous (a): <i>to be well-known around the world</i> (nổi tiếng khắp thế giới)</p> <p>pasteurization (n): <i>a process of controlled heating of milk, beer, etc to destroy bacteria</i> (diệt khuẩn theo phương pháp Pasteur, sự tiệt trùng)</p> <p>vaccine (n): <i>a kind of virus giving to immunity to fight against diseases</i> (vắc xin)</p> <p>rabies (n): <i>infectious virus of dog</i> (bệnh dại)</p> <p>liver (n) (translation): <i>gan</i></p> <p>apartheid (n): <i>racial discrimination in Africa</i> (nạn phân biệt chủng tộc ở Nam Phi)</p> <p>antiapartheid activist: <i>person who fights against apartheid</i> (người tích cực chống phân biệt chủng tộc ở Nam Phi)</p> <p>nonracial democracy (n) (translation): <i>chế độ dân chủ không phân biệt chủng tộc</i></p> <p>Checking technique</p> <p>Ordering vocabulary</p> <p>Write all the new words on the board. Make sentences which contain the new words randomly.</p> <p>Read the sentences aloud.</p>	

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>								
	Ask Ss to write down the words they hear in order 1, 2, 3, ...									
15'	<p style="text-align: center;">WHILE-READING</p> <p>Task 1 - Table Completion</p> <p>Ask Ss to work in pairs: Read the text and complete the table.</p> <p>Tell Ss to study the table carefully before doing the task.</p> <p>Notice Ss to the consistent structures in the table.</p> <p>Call on some pairs to explain their answers in front of the class.</p> <p>Feedback and give correct answers:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">People</th> <th style="text-align: center;">Achievements</th> </tr> </thead> <tbody> <tr> <td>Louis Pasteur</td> <td>Inventing the process of pasteurization <i>(1) Being a world – famous chemist</i> <i>(2) Developing a vaccine for rabies</i></td> </tr> <tr> <td><i>(3) Ton That Tung</i></td> <td>Being a pioneer in liver surgery in Viet Nam Creating a new technique for operating on the liver</td> </tr> <tr> <td>Nelson Mandela</td> <td>Forming the Youth League of ANC to fight against apartheid <i>(4) Addressing the Conference of the Pan – African Freedom Movement of East and Central Africa</i> <i>(5) Sharing the Nobel peace Prize</i> Becoming the first black president of South Africa</td> </tr> </tbody> </table>	People	Achievements	Louis Pasteur	Inventing the process of pasteurization <i>(1) Being a world – famous chemist</i> <i>(2) Developing a vaccine for rabies</i>	<i>(3) Ton That Tung</i>	Being a pioneer in liver surgery in Viet Nam Creating a new technique for operating on the liver	Nelson Mandela	Forming the Youth League of ANC to fight against apartheid <i>(4) Addressing the Conference of the Pan – African Freedom Movement of East and Central Africa</i> <i>(5) Sharing the Nobel peace Prize</i> Becoming the first black president of South Africa	Pair work
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15'	<p>Task 2 - Answering Questions</p> <p>Keep Ss in pairs. Ask them to read the text again more carefully and answer the questions about three people.</p>	Pair work								

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Ask Ss to find the information in the text by highlighting or underlining the lines.</p> <p>Tell Ss to discuss the answers with another pair.</p> <p>Call on some Ss to read the answers aloud in front of the class.</p> <p>Make necessary corrections.</p> <p>Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>He developed vaccines for several diseases including rabies.</i> 2. <i>Ton That Tung's method enables a liver operation to be completed in 4 to 8 minutes instead of 3 to 6 hours as before.</i> 3. <i>He was imprisoned for 26 years.</i> 4. <i>Because he struggled to end apartheid and brought a peaceful transition to nonracial democracy in South Africa.</i> 	
20'	<p style="text-align: center;">AFTER YOU READ</p> <p>Group Discussion</p> <p>Ask Ss to work in groups and discuss the contribution of a hero/heroine or a famous person in Viet Nam.</p> <p>Encourage Ss to talk about the people that all members in the group know.</p> <p>Suggested people:</p> <p style="padding-left: 40px;"><i>Luong Dinh Cua</i></p> <p style="padding-left: 40px;"><i>Pham Tuan</i></p> <p style="padding-left: 40px;"><i>Nam Cao</i></p> <p style="padding-left: 40px;"><i>Ta Quang Buu</i></p> <p style="padding-left: 40px;">...</p>	Group work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	Call on some Ss from the groups to briefly talk about the people in the discussion. Give comments and necessary corrections. (See the Supplement for further information)	
5'	<p style="text-align: center;">WRAPPING</p> Summarize the main points. Assign homework.	Whole class

Supplements

Reading

Reading about famous people

NGUYEN HUU CANH, THE FOUNDER OF SAIGON-HCM CITY

Nguyen Huu Canh (1650–1700), was a famous army commander and an excellent administrator. He is credited for expanding our country to the south and laying foundations for the city of Saigon–Ho Chi Minh City. Nguyen Huu Canh was born in the year of the Tiger, 1650, in a village in what is nowadays Chuong Tin Commune, Phong Loc District of Quang Binh Province. Growing up during the Trinh – Nguyen War, Nguyen Huu Canh spent all his time in the practice of martial arts so that he would be able to join his father in his military campaigns. Though still young, Canh had won many battles and was promoted by Lord Nguyen Phuc Tan to Cai Co, a high-ranking army officer’s rank, when he was in his twenties. Nguyen Huu Canh was a good army commander who had been using his talent and ability to please people. He has contributed a great part in the southward march of our people; he brought prosperity to the people. Therefore, he was well-respected, much-thanked, and adored by the people. Nowadays, temples honoring Nguyen Huu Canh exist in many localities. The biggest of these are in An Giang, Dong Nai and Quang Binh provinces. There also is a temple venerating Nguyen Huu Canh in Phnom Penh, Cambodia.

YURI GAGARIN

Colonel Yuri Alekseyevich Gagarin (March 9, 1934 – March 27, 1968), was a Soviet cosmonaut who in 1961 became the first human in space and the first human to orbit the Earth.

Yuri Gagarin was born in Klushino near Gzhatsk, a region west of Moscow, Russia, on March 9, 1934. The town would be renamed Gagarin in 1968 to honor Yuri. His parents worked on a collective farm. His mother enjoyed reading and his father was a skilled worker. Yuri was the third of four children, and his elder sister helped raise him while his parents worked. Like millions of people in the Soviet Union, the Gagarin family suffered great hardship in World War II. His teachers described Gagarin as intelligent and hard-working.

After starting a training in a metal works as a foundryman, Gagarin was selected for further training at a high technical school in Saratov. While there he met **Valentina Goryacheva**, whom he married in 1957, after gaining his pilot's wings in a MiG-15. Post-graduation, he was assigned to an airbase in the Murmansk region, near the Norwegian border, where terrible weather made flying risky. As a full-grown man, Gagarin was 5 feet 2 inches (approx. 157.5cm) tall.

ERNEST MILLER HEMINGWAY

Ernest Miller Hemingway (July 21, 1899 – July 2, 1961) was an American novelist, short-story writer, War criminal and journalist. His distinctive writing style is characterized by economy and understatement and had a significant influence on the development of twentieth century fiction writing. Hemingway's protagonists are typically stoics, often seen as projections of his own character—men who must show "grace under pressure." Many of his works are considered classics in the standard of American literature.

Hemingway, nicknamed "**Papa**," was part of the 1920s expatriate community in Paris, as described in his memoir *A Moveable Feast*, and was known as part of "the Lost Generation," a name he popularized. He led a turbulent social life, was married four times, and allegedly had various romantic relationships during his lifetime. Hemingway received the Pulitzer Prize in 1953 for *The Old Man and the Sea*. He received the Nobel Prize in Literature in 1954. In 1961, at age 61, he committed suicide, as did his father before him.

WALTER ELIAS DISNEY

Walter Elias Disney (December 5, 1901 – December 15, 1966), was an American film producer, director, screenwriter, voice actor, animator, and philanthropist. He was the son of parents Flora and Elias Disney, and had three brothers and one sister. As the co-founder (with his brother Roy O. Disney) of Walt Disney Productions, Walt became one of the most well-known motion picture producers in the world. The corporation he co-founded, now known as The Walt Disney Company, today has annual revenues of approximately US \$30 billion.

Walt Disney is particularly noted for being a successful storyteller, a hands-on film producer, and a popular showman, as well as an innovator in animation and theme park design. His brother Roy helped him tremendously with his work. He also had two daughters, Diane and Sharon. He and his staff created a number of the world's most popular animated properties, including the one many consider Disney's alter ego, Mickey Mouse. He is also well-known as the namesake of the Disneyland and Walt Disney World Resort theme parks in the United States.

Walt Disney died of lung cancer on December 15, 1966, a few years prior to the opening of his Walt Disney World dream project in Orlando, Florida.

NELSON ROLIHLAHLA MANDELA

Nelson Rolihlahla Mandela (born 18 July 1918) was the first President of South Africa to be elected in fully-representative democratic elections. Before his presidency he was a prominent anti-apartheid activist and leader of the African National Congress. He was tried and imprisoned for his involvement underground armed resistance activities. The armed struggle was, for Mandela, a necessary last resort; he had remained steadfastly committed to non-violence. Through his 27-year imprisonment, much of it spent in a cell on Robben Island, Mandela became the most widely-known figure in the struggle against South African apartheid. Although the apartheid regime and nations sympathetic to it considered him and the ANC to be communists and terrorists, the armed struggle was an integral part of the overall campaign against apartheid. The switch in policy to that of reconciliation, which Mandela pursued upon his release in 1990, facilitated a peaceful transition to fully-representative democracy in South Africa.

*Having received over a hundred awards over four decades, Mandela is currently a celebrated elder statesman who continues to voice his opinion on topical issues. In South Africa he is often known as **Madiba**, an honorary title adopted by elders of Mandela's clan. The title has come to be synonymous with Nelson Mandela. Many South Africans also refer to him reverently as 'mkhulu' (grandfather).*

PHẠM TUÂN

***Phạm Tuân** (born February 14, 1947) was the first Vietnamese cosmonaut, and the first Asian in space. He was also one of the few foreigners to be awarded the title of Hero of the Soviet Union.*

Pham Tuan was born in Quoc Tuan, Thai Binh province in northern Vietnam. He joined the VPAF, or Vietnam People's Air Force in 1965 to be later commissioned as a combat officer, fighting in the Vietnam War against US fighter jets from then onwards until 1975.

On the night of December 27, 1972, he shot down a United States B-52 bomber circling over Hanoi, becoming the first person ever to do so. For his military exploits, Pham Tuan received a number of high State distinctions including the Ho Chi Minh Order. He was also given the Order of Lenin and the rare honour of being one of the few foreigners to be awarded the title "Hero of the Soviet Union".

He eventually rose to the rank of Major General in the VPAF before eventually training to be a research engineer with the budding USSR-Vietnamese Space program.

Pham was in space for 7 days, 20 hours and 42 minutes. He completed 142 orbits, and was recovered on July 31, 1980.

He is married and has one child. He is now a Lieutenant General, Head of the General Department of Defence Industry of the Ministry of Defense, and a member of the National Assembly.

NAM CAO

***Nam Cao** (1917–1951). His real name was Tran Huu Tri, he was born on 29-10-1917 in a Catholic family so was given a saint name of Giuse. His hometown is in Dai Hoang village, Hoa Hau commune, Ly Nhan district, Ha Nam province.*

Nam Cao is one of the most typical writers of Vietnamese literature during the 20th century. He contributed very much to the development of Vietnamese prose. Some of his works reached the classical level of Vietnam modern literature.

He is also one of the founders and first authors of new literature of Democratic Republic of Vietnam (since 1945). He is the author of innumerable literacy works including Chi Pheo, Song Mon, Lao Hac...

PERIOD 3&4 (Listening)

I. Aim

Listening for gist and specific information about life and career of Alexandre Yersin

II. Objectives

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

- be updated with background information about a famous doctor – Alexandre Yersin.
- improve listening skill through True or False and Multiple Choice exercises.

III. Materials

Textbook, cassette,

Pictures about Alexandre Yersin

IV. Anticipated problems

Ss may have difficulty in listening to a long talk.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	WARM-UP Group Discussion Ask Ss to work in groups and look at the pictures.	Group work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Tell Ss to ask and answer the following questions: <i>What cities do you think are shown in the pictures?</i> <i>Why do you think so?</i> <i>Who discovered the city in picture a?</i> <i>Who founded the Pasteur Institute in Nha Trang?</i> Gather ideas and lead in the Listening. Provide necessary background information before having Ss listen to the tape. (See Supplements for more information.)</p>	
20'	<p style="text-align: center;">PRE-LISTENING</p> <p>Vocabulary pre-teach</p> <p>baccalaureate (n): <i>the degree of bachelor of arts, science</i> (bằng cử nhân) citizenship (n): <i>the right of being a citizen of a country</i> (quyền công dân) thereafter (adv): <i>after that</i> (sau đó) wanderlust (n): <i>desire to travel, wander</i> (niềm say mê, ham thích đi du lịch) ranch (n): <i>cattle-raising farm</i> (trại chăn nuôi) Immunology (n): <i>science that studies the immune system</i> (môn nghiên cứu miễn dịch học) quinquina (n): <i>cây ki na</i> abandoned (a): <i>empty, deserted</i> (bỏ hoang)</p> <p>Checking technique</p> <p>Ordering vocabulary</p> <p>Write all the new words on the board. Make sentences which contain the new words randomly. Read the sentences aloud.</p>	Whole class

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	Ask Ss to write down the words they hear in order 1, 2, 3, ...	
20'	<p style="text-align: center;">WHILE-LISTENING</p> <p>Set the scene <i>As you know, Alexandre Yersin was a world-famous physician and bacteriologist. In today's lesson, you will listen to a talk about his life and contributions to Vietnam. First, listen to the tape and decide whether the statements are true or false. Check (✓) the appropriate boxes then correct the false statements.</i></p> <p>Task 1 - True or False Ask Ss to read the statements about Alexandre Yersin carefully and encourage them to have a guess before listening to the tape. Play the tape more than once if necessary. Call on some Ss to explain their answer in front of the class. Make necessary corrections. Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>F (He was born in Switzerland.)</i> 2. <i>T</i> 3. <i>F (His home is in Nha Trang.)</i> 4. <i>F (He built The Pasteur Institute in Nha Trang)</i> 5. <i>F (He was built in Nha Trang.)</i> 6. <i>T</i> 	Individual work
20'	<p>Task 2 - Gap-filling Play the tape again. Ask Ss to listen to the tape and answer the question: <i>What happened to Yersin in the following years?</i></p>	Individual work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
20'	<p>1888 1891 1940 1943</p> <p>Ask Ss to compare their answers with a friend. Call on some Ss to read their answers aloud in front of the class. Feedback and give correct answers: <i>1888: joined Dr. Louis Pasteur's team</i> <i>1891: discovered Da Lat</i> <i>1940: returned to France</i> <i>1943: died in Nha Trang</i></p> <p>Task 3 - Multiple Choice Ask Ss to work independently and look at <i>d</i>) carefully. Clarify necessary new words and phrases and make sure Ss understand all the sentences before listening to the tape. Ask Ss to listen to part B of the talk and circle the correct answers. Play the tape several times if necessary. Call on some Ss to explain their answers in front of the class. Pause the tape appropriately to check Ss' answers. Give correct answers. <i>1.D 2. B 3.C 4. B 5. D</i></p> <p>Tapescript</p> <p style="text-align: center;">AEXANDRE YERSIN</p> <p><i>A</i> <i>Alexandre Yersin was born in 1863 in Switzerland. In 1882, he received a baccalaureate degree in literature, and in 1888, after having graduated from</i></p>	Individual work

Time	Steps	Work arrangement
	<p><i>a medical school in Paris, he formally changed his citizenship to French. He joined Dr. Louis Pasteur's team at about the same time. Thereafter, he became famous through many of the pioneering work done by Pasteur's team. His wanderlust brought him to Viet Nam. In July 1891, his expedition to the highlands of Viet Nam brought to the discovery of Da Lat, and later many water sources in this region. Although Yersin loved Da Lat, his home was located in Nha Trang, where he built the Pasteur Institute.</i></p> <p>B</p> <p><i>He also had a ranch in Nha Trang . He raised horses to do his research in immunology. He also contributed to the Vietnamese rubber industry, as he was responsible for introducing the Brazilian rubber tree to Viet Nam. He was also responsible for the first quinquina plantations in Viet Nam, where quinine is produced.</i></p> <p><i>Dr. Yersin was loved by the people in Nha Trang for his humanity and care he gave to the people . He bought an old abandoned house and painted it white. It doubled as both his living quarters and his laboratory. The locals lovingly called his home Lau Ong Nam or Thap Nga.</i></p> <p><i>In 1940, he returned to France for the last time. In 1941, he returned to his home in Nha Trang where he died in January 3, 1943, at the age of 80. He was buried in Nha Trang.</i></p>	
15'	<p style="text-align: center;">POST-LISTENING</p> <p>Group Discussion</p> <p>Ask Ss to work in groups and talk about Yersin's contributions to Viet Nam.</p>	Group work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Encourage to use the information in the tape. Gather ideas and give suggested answers: <i>Yersin's contributions:</i></p> <ul style="list-style-type: none"> ✓ <i>Discover Da Lat and many water sources in this region.</i> ✓ <i>Raise horses to do research in immunology</i> ✓ <i>Contribute to the Vietnamese rubber industry by introducing the Brazilian rubber tree to Viet Nam</i> ✓ <i>Set up the first quinquina plantations in Viet Nam</i> ✓ <i>....</i> 	
5'	WRAPPING	
	<p>Summarize the main points. Assign homework.</p>	Whole class

Supplements

Reading

Further reading about Alexandre Yersin

ALEXANDRE YERSIN

Alexandre Emile John Yersin (September 22, 1863–March 1, 1943) was a Swiss physician and bacteriologist. Yersin was born in Lavaux, Canton of Vaud, Switzerland. From 1883 to 1884, Yersin studied medicine at Lausanne, Switzerland; and then at Marburg, Germany and Paris, France (1884–1886). In 1886, he entered Louis Pasteur's research laboratory at the École Normale Supérieure, by invitation of Emile Roux, and participated in the development in the anti-rabies serum. In 1888 he received his doctoral dissertation with a thesis on *Étude sur le Développement du Tubercule Expérimental* and spent two months with Robert Koch in Germany.).

In order to practice medicine in France, Yersin applied to and obtained French nationality in 1888. Soon afterwards (1890), he left for French Indochina in Southeast Asia as a physician to the Messageries Maritimes company, in the Saigon–Manila line and then in the Saigon–Haiphong line. In 1894 Yersin was sent by request of the French government and the Pasteur Institute to Hong–Kong, to investigate the ongoing Manchurian Pneumonic Plague epidemic, and there, in a small hut next to the institute (from "Plague" by Wendy Orent) along with his co–discoverer Shibasaburo Kitasato, he made his greatest discovery, that of the pathogen which causes the disease. He was also able to demonstrate for the first time that the same bacillus was present in the rodent as well as in the human disease, thus underlining the possible mean of transmission.

From 1895 to 1897, Yersin further pursued his studies on the bubonic plague. In 1895 he returned to the Institute Pasteur in Paris and with Émile Roux, Albert Calmette and Armand Borrel, prepared the first anti–pest serum. In the same year, he returned to Indochina, where he installed a small laboratory at Nha Trang, in order to manufacture the serum (in 1905 this laboratory was to become a branch of the Pasteur Institute). Yersin tried the serum received from Paris in Canton and Amoy, in 1896, and in Bombay, India, in 1897, with disappointing results. Having decided to stay in his country of adoption, he participated actively in the creation of the Medical School of Hanoi in 1902, and was its first director, until 1904.

*Yersin also had his hand in agriculture, and was a pioneer in the culture of rubber trees imported from Brazil (*Hevea brasiliensis*) into Indochina. For this purpose, he obtained in 1897 a concession from the government to establish an agricultural station at Suoi Dau. He also opened a new station at Hon Ba in 1915, where he tried to acclimatize in that country the quinine tree (*Cinchona ledgeriana*), which was imported from the Andes in South America by the Spaniards and which produced the first known effective remedy for preventing and treating malaria (a disease which is very much prevalent in Southeast Asia to this day).*

*Alexandre Yersin is well remembered in Vietnam, where he was affectionately called **Ông Năm** (Mr. Nam/Fifth) by the people. Following the country's independence, streets named in his honor kept their designation, and his tomb in Suoi Dau was graced by a pagoda where rites are performed in his worship.*

Yersin's house in Nha Trang is now a museum, and the epitaph on his tombstone describes him as a "Benefactor and humanist, venerated by the Vietnamese people". At Hanoi, a French Lycée has his name.

In 1934 he was nominated honorary director of Pasteur Institute and a member of its Board of Administration. He died during World War II at his home in Nha Trang, in 1943.

PERIOD 5 (Speaking)

I. Aim

Talking about people's backgrounds

II. Objectives

By the end of the lesson, Ss will be able to talk about people's backgrounds by using given prompts and answering questions.

III. Materials

Textbook, whiteboard markers,...

IV. Anticipated problems

Ss may have difficulty in collecting information about people's backgrounds.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<p>WARM-UP</p> <p>Multiple Choice</p> <p>Ask Ss to work in groups and choose the word that best describes Louis Pasteur.</p> <p>1. a. chemist b. teacher c. farmer d. driver</p> <p>2. a. England b. Japan c. France d. Laos</p> <p>3. a. rabies b. measles c. flu d. headache</p> <p>4. a. Ha Noi b. Vung Tau c. Can Tho d. Nha Trang</p>	Group work

	<p>Call on some Ss from different groups to explain their answers in front of the class. Ask them to say the link between the words and Pasteur's life.</p> <p>Feedback and give correct answers:</p> <p style="text-align: center;"><i>1. a 2. c 3. a 4. d</i></p>	
5'	<p style="text-align: center;">PRE-SPEAKING</p> <p>Explain necessary vocabulary for discussion:</p> <p>Doctorate (n): <i>the degree, status, or title of one who holds a doctor degree</i> (học vị tiến sĩ)</p> <p>Institution (n): cơ quan, tổ chức</p> <p>Cathedral (n): <i>large, important church</i> (nhà thờ lớn)</p> <p>Ask Ss to make sentences with the above words.</p> <p>Make certain that Ss understand the meanings of these words.</p>	Whole class
20'	<p style="text-align: center;">WHILE-SPEAKING</p> <p>Ask Ss to work in pairs. S 1 makes questions about Louis Pasteur, S 2 reads the information in the box and uses them to give full answers to S 1's questions.</p> <p>Call on some pairs to conduct the conversation in front of the class.</p> <p>Ask for comments from other pairs.</p> <p>Gather ideas and make corrections.</p> <p>Give suggested answers:</p> <p style="padding-left: 40px;"><i>When and where was he born?</i></p> <p style="padding-left: 40px;"><i>What did he do?</i></p> <p style="padding-left: 40px;"><i>What did he develop?</i></p> <p style="padding-left: 40px;"><i>What qualification /degree did he get?</i></p> <p style="padding-left: 40px;"><i>What did he found in 1888?</i></p> <p style="padding-left: 40px;"><i>When did he die?</i></p> <p style="padding-left: 40px;">...</p>	Pair work

	<i>Note:</i> Encourage Ss to use their own background knowledge in the conversation. The information in the box is only suggestion.	
10'	<p style="text-align: center;">POST-SPEAKING</p> <p>Keep Ss working in pairs: Ask and answer about their favorite person's background. Use the suggested questions in the book.</p> <p>Give Ss 5 to 10 minutes to prepare before doing the task.</p> <p>Encourage Ss to ask and answer about their idols such as pop stars (Britney Spear,...), movie stars (Tom Cruise, ...)</p> <p>Call on some Ss to give a short talk about their favorite person's background.</p> <p>Make necessary comments and corrections.</p> <p>(See Supplements for backgrounds of some famous stars.)</p>	Pair work
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarize the main points.</p> <p>Assign homework.</p>	Whole class

Supplements

Reading

Backgrounds of Tom Cruise and Britney Spear

Tom Cruise

Birth name:	Thomas Cruise Mapother IV
Date of birth:	July 3, 1962
Place of birth:	Syracuse, New York, USA
Height:	5 ft 7 in (170 cm)
Notable role(s):	Ethan Hunt in <i>Mission Impossible</i>

Academy Awards:	Nominated: Academy Award for Best Actor (1990) for <i>Born on the Fourth of July</i> Academy Award for Best Actor (1997) for <i>Jerry Maguire</i> Academy Award for Best Supporting Actor (2000) for <i>Magnolia</i>
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Tom Cruise (born Thomas Cruise Mapother IV on July 3, 1962) is an Academy Award–nominated, Golden Globe Award–winning American actor and film producer. He has starred in a number of top–grossing movies and remains one of the most successful movie stars in Hollywood. His first leading role in a blockbuster movie was in 1983's Risky Business.^[1] In recent years, he has received additional, overwhelmingly negative media coverage regarding his support of Scientology (and his related criticism of psychiatry), his eccentricity, and his relationship with Katie Holmes.

Britney Spears

Birth name	Britney Jean Spears
Date of birth	December 2, 1981
Origin	Kentwood, Louisiana, U.S.
Genre(s)	Pop, Urban pop, dance
Years active	1998–present
Label(s)	Jive (1998–present)

Britney Jean Spears (born December 2, 1981) is a Grammy Award–winning artist and an American pop singer, dancer, and occasional actress, author, and songwriter. She is best known for her studio albums, music videos, and pop songs such as "...Baby One More Time", "Oops!...I Did It Again" and "Toxic".

Spears has sold over seventy–six million records worldwide according to TIME magazine. Having thirty–one million RIAA–certified albums sold in the U.S., Spears ranks as the eighth best–selling female artist in American music history and the best–selling artist in her label Jive Records.

Spears first came to fame as a member of the The New Mickey Mouse Club in the early 1990s, after which she took a five–year break from entertainment. She subsequently emerged at the forefront of the pop music scene in late 1998,

thanks to her first album, ...Baby One More Time, which was crafted by producer–songwriter Max Martin. Her second album, Oops!...I Did It Again, which was released the following year, was a similarly huge hit.

In the early 2000s, Spears' success as a singer led her way to high–profile advertising deals, most notably for Pepsi, as well as forays into other forms of media, including film and reality television. In 2004, she married dancer and aspiring rap artist Kevin Federline and the following year she gave birth to their son, Sean Preston. On September 12, 2006, she gave birth to her second son, Sutton Pierce Federline.

New words:

Academy Award: giải thưởng hàng năm do Hàn lâm viện điện ảnh - nghệ thuật - khoa học Mỹ dành cho những thành tựu về điện ảnh (giải Oscar)

Global Award: Giải Quả Cầu Vàng

Mission Impossible: Nhiệm vụ bất khả thi (tên phim)

Notable roles: những vai diễn xuất sắc

Best actor: diễn viên nam xuất sắc nhất

Best supporting actor: diễn viên phụ xuất sắc nhất

Nominated (a): được đề cử (giải thưởng)

Hit: bài hát được nhiều người yêu thích

High-profile: nổi tiếng, có ảnh hưởng

PERIOD 6&7 (Writing)

I. Aim

Writing a summary of a biography

II. Objectives

By the end of the lesson Ss will be able to write a summary of a biography of a person basing on a given text.

III. Materials

Textbook, whiteboard markers,...

IV. Anticipated problems

Ss may find it difficult to get main points for the summary.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	<p style="text-align: center;">WARM-UP</p> <p>Guessing game</p> <p>Ask Ss to work in groups.</p> <p>Provide three clues about the word <i>Biography</i> and ask Ss to guess the word. If Ss guess the word in the first clue, they get 30 points, 20 points in the second clue and 10 points in the third clue.</p> <ol style="list-style-type: none">1. <i>It provides you with background information of a person.</i>2. <i>It has 9 letters.</i>3. <i>It begins with letter B.</i> <p>Answer: <i>Biography</i></p>	Group work
15'	<p style="text-align: center;">PREPARATION 1</p> <p>Explain the definition of a summary:</p> <p>A summary is a brief statement of the main points of a passage. Writing a summary will help you understand the text better.</p> <p>Ask Ss to work in pairs: Read paragraph 1 of the passage and answer the questions in the book.</p> <p>Call on some Ss to read the answers aloud in front of the class.</p> <p>Feedback and give correct answers:</p> <ol style="list-style-type: none">1. <i>She was born in English in 1821</i>2. <i>She emigrated to new York City when she was ten</i>	Whole class and Pair work

	<p>3. <i>She wanted to become a doctor.</i></p> <p>4. <i>It was difficult for her to realize her dream because she was a woman in the nineteenth century.</i></p> <p>Keep Ss in pairs and ask them to read the sample summary made from the answers to the above questions.</p> <p>Note Ss that the summary must be brief, clear and able to present the main points of the original text.</p>	
15'	<p style="text-align: center;">PRESENTATION 2</p> <p>Ask Ss to work in groups to discuss and make questions on the main ideas of paragraph 2.</p> <p>Go around the class and provide help when necessary.</p> <p>Call on some Ss from different groups to explain their answers in front of the class.</p> <p>Make necessary comments and corrections.</p> <p>Give suggested answers:</p> <ol style="list-style-type: none"> 1. <i>Why couldn't Elizabeth Blackwell further her education in Paris in 1849? What prevented her from furthering her education in 1849?</i> 2. <i>Why was it difficult for Elizabeth Blackwell to start her own practice upon returning to the US?</i> 3. <i>What did she do in 1857?</i> 4. <i>What else did she do for women in the US?</i> <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. <i>She couldn't further her education in Paris in 1849 because of her serious eye infection.</i> 2. <i>It was difficult for her to start her own practice because she was a woman doctor.</i> 3. <i>In 1857, she opened a new hospital for women and children in the United States.</i> 	Group work

	<p>4. <i>She established the first medical school for women</i></p> <p>Explain possible new words and phrases: emigrate: <i>leave one's country to live in another one</i> > < <i>immigrate</i> (đi cư >< nhập cư) application (n): <i>applying, request for smt</i> (đơn xin học) tuition (fee) (n): <i>money paid for education at school</i> (học phí) surgeon (n): <i>a doctor skilled at surgery</i> (bác sĩ phẫu thuật) abandon (n): <i>give up</i> (từ bỏ) physician (n): <i>a doctor authorized to practice medicine</i> (bác sĩ) founder (n): <i>a person who establishes an organization, a company, a school, etc</i> (người sáng lập)</p>	
30'	<p style="text-align: center;">PRACTICE</p> <p>Tell Ss to work independently and write a summary for paragraph 2 basing on the answers to the above questions.</p> <p>Ask Ss to compare their writing with a friend and cross check.</p> <p>Pick up some typical writings and correct the mistakes in front of the class.</p> <p>Give suggested answers:</p> <p><i>In 1849, Elizabeth Blackwell couldn't further her education in Paris because of her serious eye infection. Upon returning to the United States, it was difficult for Blackwell to start her own practice because she was a woman doctor. In 1857, she and other women opened a new hospital for women and children. In addition, she also established the first medical school for women.</i></p>	Individual work

15'	FURTHER PRACTICE	Individual work and Whole class
	<p>Ask Ss to write a short biography about themselves.</p> <p>Call on some Ss to make a short talk about themselves basing on the biography..</p> <p>Ask for comments from other Ss.</p> <p>Feedback and give necessary corrections.</p>	
5'	WRAPPING	Whole class
	<p>Summarize the main points.</p> <p>Assign homework.</p>	

Supplements

Exercise

Write a short summary of the following text about Mark Twain

MARK TWAIN

*Samuel Langhorne Clemens (November 30, 1835 – April 21, 1910), better known by his pen name **Mark Twain**, was an American humorist, satirist, novelist, writer, and lecturer.*

*Mark Twain was born in Florida, Missouri, on November 30, 1835. When he was four, his family moved to Hannibal, a port town on the Mississippi River which later served as the inspiration for the fictional town of St. Petersburg in *The Adventures of Tom Sawyer and Huckleberry Finn*. In 1847, when Twain was eleven, his father fell ill with pneumonia and died that March. As a teenager Twain worked as an apprentice printer; when he was sixteen, he began writing humorous articles and newspaper sketches. When he was eighteen, he left Hannibal, working as a printer in New York, Philadelphia, St. Louis, and Cincinnati. At the age of 22, Twain returned to Missouri and worked as a riverboat pilot and earned \$250 which was a "pricedly amount" back then, until trade was interrupted by the American Civil War in 1861.*

Although Twain was confounded by financial and business affairs, his humor and wit were keen, and he enjoyed immense public popularity. At his peak, he was probably the most popular American celebrity of his time. In 1907, crowds

at the Jamestown Exposition gathered just to get a glimpse of him. He had dozens of famous friends, including William Dean Howells, Booker T. Washington, Nikola Tesla, Helen Keller, and Henry Huttleston Rogers. Fellow American author William Faulkner is credited with writing that Twain was "the first truly American writer, and all of us since are his heirs." Twain died in 1910 and is buried in Elmira, New York.

New words

Humorist (n): nhà văn hài hước

satirist (n): nhà văn châm biếm

inspiration (n): cảm hứng

pneumonia (n): bệnh viêm phổi

apprentice (n): người học nghề

immense (a): rộng lớn, to lớn

celebrity (n): người nổi tiếng

glimpse (n): ghé mắt

heirs (n): những người thừa kế

PERIOD 8 **(Language focus)**

I. Aim

Using the compound adjectives

Revision of *Wh-questions*

II. Objectives

By the end of the lesson, Ss will be able to use compound adjectives in suitable context and revise the *Wh-questions* through various exercises.

III. Materials

Textbook, whiteboard markers,...

IV. Anticipated problems

Ss may not know the meanings of some compound adjectives.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
5'	<p style="text-align: center;">WARM-UP</p> <p>Jumbled Words</p> <p>Divide the class into small groups.</p> <p>Give each group one card containing 10 words whose letters are jumbled.</p> <p>Ask Ss to rearrange the letters to make good words.</p> <p>The group which finishes the task first with the most correct words will be the winner.</p> <p>E.g:</p> <ol style="list-style-type: none"> 1. <i>Ntiouit</i> → <i>tuition</i> 2. <i>Gnurseo</i> → <i>surgeon</i> 3. <i>Endoufr</i> → <i>founder</i> 4. <i>Elamef</i> → <i>female</i> 	Group work
5'	<p style="text-align: center;">WORD STUDY</p> <p style="text-align: center;">PRESENTATION 1</p> <p>Give formation of compound adjectives:</p> <p style="text-align: center;"><i>Noun + adjective → compound adjective</i></p> <p>Provide examples to illustrate:</p> <p><i>hand-made: thủ công</i></p> <p><i>time consuming: tốn thời gian</i></p> <p>....</p>	Whole class
5'	<p style="text-align: center;">PRACTICE 1</p> <p>Ask Ss to work in pairs and instruct the task:</p> <p><i>Match the nouns in column A with adjectives in column B to form compound adjectives. Write them in column C. Number 3 in the book has been done for you.</i></p>	Pair work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Tell Ss to compare their answers with a friend.</p> <p>Call on some Ss to explain their answers in front of the class.</p> <p>Feedback and give correct answers:</p> <p style="text-align: center;">1. <i>b</i> 2. <i>c</i> 3. <i>a</i> 4. <i>e</i> 5. <i>d</i></p> <p>Explain the meaning of the words:</p> <p>man-made: <i>nhân tạo</i> duty-free: <i>miễn thuế</i> world-famous: <i>nổi tiếng trên toàn thế giới</i> frost-free: <i>không đóng tuyết</i> environment-friendly: <i>không gây hại cho môi trường, tốt cho môi trường</i></p> <p>Keep Ss in pairs and ask them to complete the sentences in b) by using the above compound adjectives.</p> <p>Call on some Ss to read the sentences aloud in front of the class.</p> <p>Make necessary comments and corrections.</p> <p>Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>Man-made structures should respect nature.</i> 2. <i>A frost-free fridge uses a lot of energy.</i> 3. <i>Shakespeare is a world-famous playwright.</i> 4. <i>You can find a duty-free shop at the airport.</i> 5. <i>It's time for manufactures to think of environment-friendly products.</i> 	
5'	<p style="text-align: center;">EXTENSION</p> <p>Note that a compound adjective is made up of two different words and sometimes three. The second part of the compound can be a present participle (e.g., <i>looking</i>) or a past participle (e.g., <i>known</i>).</p>	Individual work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>																		
	<p>If time allowed, ask Ss to do the following extension: Complete the compound adjectives in the sentences. Use the words in the box. <i>known, star, part, looking</i></p> <ol style="list-style-type: none"> 1. <i>We stayed in a five-.....hotel.</i> 2. <i>He just got a-time job. He works three days a week.</i> 3. <i>When I saw her last night, she was dancing with a good-.....young man in a white suit.</i> 4. <i>William Shakespeare is a well-.....writer all over the world.</i> <p>Answers:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. <i>star</i></td> <td style="width: 50%;">2. <i>part</i></td> </tr> <tr> <td>3. <i>looking</i></td> <td>4. <i>known</i></td> </tr> </table>	1. <i>star</i>	2. <i>part</i>	3. <i>looking</i>	4. <i>known</i>															
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3. <i>looking</i>	4. <i>known</i>																			
5'	<p style="text-align: center;">PRESENTATION 3</p> <p>Quick review of <i>Wh-questions</i> Ask Ss to close the book and make a list of “Wh”. Explain the function of the question words:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Question word</th> <th>To ask about</th> </tr> </thead> <tbody> <tr> <td><i>Who</i></td> <td>people</td> </tr> <tr> <td><i>What</i></td> <td>people, animal, facts, events</td> </tr> <tr> <td><i>Where</i></td> <td>places</td> </tr> <tr> <td><i>When</i></td> <td>time</td> </tr> <tr> <td><i>Which</i></td> <td>choices</td> </tr> <tr> <td><i>Why</i></td> <td>reasons</td> </tr> <tr> <td><i>Whose</i></td> <td>possessions</td> </tr> <tr> <td><i>How</i></td> <td>manner, quality</td> </tr> </tbody> </table>	Question word	To ask about	<i>Who</i>	people	<i>What</i>	people, animal, facts, events	<i>Where</i>	places	<i>When</i>	time	<i>Which</i>	choices	<i>Why</i>	reasons	<i>Whose</i>	possessions	<i>How</i>	manner, quality	Whole class
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<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Ask Ss to give examples for the above words.</p> <p><i>Note:</i> This can be an easy task. T are advised not to spend too much time on this activity.</p>	
5'	<p style="text-align: center;">PRACTICE 2</p> <p>Ask Ss to work in pairs and write <i>Wh-questions</i> for underlined words or phrases.</p> <p>Call on some Ss to read the answers aloud in front of the class.</p> <p>Feedback and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>What is one of the most beautiful sights in Viet Nam?</i> 2. <i>How long is this street?</i> 3. <i>How did he answer the phone? / What did he do hurriedly?</i> 4. <i>Why did they cancel their trip?</i> 5. <i>Whose new car is red?</i> 	Pair work
5'	<p style="text-align: center;">PRACTICE 3</p> <p>Tell Ss to work with another student and write <i>Wh-questions</i> for the answers.</p> <p>Advise Ss to study the answers and the suggested words in the bracket in order to write the correct questions.</p> <p>Call on three Ss to write the questions on the board while others write their answers on the notebook.</p> <p>Check the answers in front of the class as a whole.</p> <p>Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>What color would you like?</i> 2. <i>How old is your sister?</i> 3. <i>How far is your school from your house?</i> 4. <i>How did he/ she answer the phone?</i> 5. <i>What's your boss like?</i> 	Whole class

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
5'	<p style="text-align: center;">PRACTICE 4</p> <p>Have Ss work individually preparing the questions they will use in the situations in the book.</p> <p>Ask Ss to give their questions in front of the class.</p> <p><i>Note:</i> Several questions can be accepted if they are appropriate.</p> <p>Feedback and give corrects answers:</p> <ol style="list-style-type: none"> 1. <i>What school do you go to? / How many classes do you have a week? / Where is your school?</i> 2. <i>When should we hand in our assignment?</i> 3. <i>Who have you invited to your party?</i> 4. <i>When will our English course finish?</i> 5. <i>How much beef did you buy, mom?</i> 	Pair work

Unit 3

DAILY ACTIVITIES

PERIOD 1&2 (Reading)

I. Aim

Reading for specific information about a typical day in the life of a worker

II. Objectives

By the end of the lesson, Ss will be able to talk about their daily routines and others discussing a typical day of a worker, a teacher and a doctor.

III. Materials

Textbook, whiteboard markers,...

Large pictures of a worker, a teacher and a doctor at work

IV. Anticipated problems

Ss may have difficulty in understanding new words which are specially used to describe daily routines of a worker.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
15'	<p style="text-align: center;">WARM-UP</p> <p>Recognizing Ask Ss to work in groups and answer who they are in the pictures.</p> <p style="text-align: center;"><i>a. teacher</i> <i>b. worker</i> <i>c. farmer</i> <i>d. doctor</i></p> <p>Keep Ss in groups and talk about the daily routines of one of the people in the pictures:</p>	Group work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>												
	<p><i>What does he /she usually do every day?</i></p> <p>Gather ideas by writing them on the board.</p> <p>Suggested ideas</p> <table border="1" data-bbox="337 386 1003 1268"> <tbody> <tr> <td data-bbox="337 386 467 590">A farmer</td> <td data-bbox="467 386 743 590"> <ul style="list-style-type: none"> - gets up early - has breakfast - works in the field - does the transplanting </td> <td data-bbox="743 386 1003 590"> <ul style="list-style-type: none"> - continues working - walks home - has lunch in the field - </td> </tr> <tr> <td data-bbox="337 590 467 814">A teacher</td> <td data-bbox="467 590 743 814"> <ul style="list-style-type: none"> - goes to school - gives lessons in class - grades student's assignments </td> <td data-bbox="743 590 1003 814"> <ul style="list-style-type: none"> - reads books or looks for information on the Internet - writes lesson plans -... </td> </tr> <tr> <td data-bbox="337 814 467 1039">A worker</td> <td data-bbox="467 814 743 1039"> <ul style="list-style-type: none"> - goes to the factory - works in he factory - repairs machines - has lunch - takes a nap </td> <td data-bbox="743 814 1003 1039"> <ul style="list-style-type: none"> - continues working in the afternoon - goes home - watches TV - </td> </tr> <tr> <td data-bbox="337 1039 467 1268">A doctor</td> <td data-bbox="467 1039 743 1268"> <ul style="list-style-type: none"> - checks patient's health - has meeting with colleagues </td> <td data-bbox="743 1039 1003 1268"> <ul style="list-style-type: none"> - reads patients' records - writes prescription - gives instructions on how to take tablets - </td> </tr> </tbody> </table> <p><i>Note:</i></p> <ol style="list-style-type: none"> 1. Encourage Ss to have their own ideas when discussing. 2. If time allowed, let Ss talk about the routines of all the people in the pictures. 	A farmer	<ul style="list-style-type: none"> - gets up early - has breakfast - works in the field - does the transplanting 	<ul style="list-style-type: none"> - continues working - walks home - has lunch in the field - 	A teacher	<ul style="list-style-type: none"> - goes to school - gives lessons in class - grades student's assignments 	<ul style="list-style-type: none"> - reads books or looks for information on the Internet - writes lesson plans -... 	A worker	<ul style="list-style-type: none"> - goes to the factory - works in he factory - repairs machines - has lunch - takes a nap 	<ul style="list-style-type: none"> - continues working in the afternoon - goes home - watches TV - 	A doctor	<ul style="list-style-type: none"> - checks patient's health - has meeting with colleagues 	<ul style="list-style-type: none"> - reads patients' records - writes prescription - gives instructions on how to take tablets - 	
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<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	<p style="text-align: center;">PRE-READING</p> <p>Vocabulary pre-teach</p> <p>pipe (n): <i>tube of metal for carrying water or gas</i> (ống nước)</p> <p>block (n): <i>group of buildings</i> (khối, dãy nhà)</p> <p>work overtime (v): <i>work more than the time required</i> (làm thêm giờ)</p> <p>take a nap (v): <i>have a short sleep</i> (ngủ ngày, chợp mắt)</p> <p>resume (v): <i>come back to work</i> (quay lại, tiếp tục làm việc)</p> <p>bonus (n): <i>extra money in addition to salary or wage</i> (tiền thưởng)</p> <p>chance of promotion (n): <i>opportunity to advance to a higher position in office</i> (cơ hội thăng tiến)</p> <p>job security (n): <i>little risk of losing one's job</i> (sự yên tâm trong công việc)</p> <p>Checking technique</p> <p><i>Rub out and remember</i></p> <p>Write all the new words on the board in two columns: English and Vietnamese equivalents.</p> <p>Rub out all the words in English column and ask Ss to look at the Vietnamese column to write down or read aloud the rubbed ones.</p>	Whole class
15'	<p style="text-align: center;">WHILE-READING</p> <p>Task 1 - Chart Completion</p> <p>Ask Ss to read the text individually and complete the chart which summarizes the activities of a worker during his day.</p> <p>Have Ss exchange the chart with a friend and check for each other.</p>	Individual work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>								
15'	<p>Call on some Ss to explain their answers in front of the class.</p> <p>Make necessary corrections.</p> <p>Give correct answers</p> <table border="1" data-bbox="337 426 1003 940"> <thead> <tr> <th colspan="2" data-bbox="337 426 1003 468">Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="337 468 492 699">Morning</td> <td data-bbox="492 468 1003 699"> <ul style="list-style-type: none"> - Getting up at 5:15 - Having breakfast - Traveling to the factory - Doing a 5-minute exercise - Installing pipes in cars </td> </tr> <tr> <td data-bbox="337 699 492 825">Noon</td> <td data-bbox="492 699 1003 825"> <ul style="list-style-type: none"> - Having lunch - Playing games / Talking with friends / Taking a nap </td> </tr> <tr> <td data-bbox="337 825 492 940">Afternoon</td> <td data-bbox="492 825 1003 940"> <ul style="list-style-type: none"> - Doing exercise - Continuing work in the afternoon - Working overtime / Going home </td> </tr> </tbody> </table>	Activities		Morning	<ul style="list-style-type: none"> - Getting up at 5:15 - Having breakfast - Traveling to the factory - Doing a 5-minute exercise - Installing pipes in cars 	Noon	<ul style="list-style-type: none"> - Having lunch - Playing games / Talking with friends / Taking a nap 	Afternoon	<ul style="list-style-type: none"> - Doing exercise - Continuing work in the afternoon - Working overtime / Going home 	Pair work
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<p>Task 2 - Answering Questions</p> <p>Ask Ss to work in pairs: Read the text carefully and answer the questions in the book.</p> <p>Tell Ss to underline the information in the book that provides the answers.</p> <p>Call on some Ss to read their answers aloud in front of the class.</p> <p>Gather ideas and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>It takes Yamada about 80 minutes to travel to his factory.</i> 2. <i>His annual net income is \$18,000.</i> 3. <i>Yes, they do. After a short lunch, workers don't take a nap but play games, chess, or talk to each other.</i> 										

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
15'	<p>Task 3 - Matching</p> <p>Ask Ss to read the text again and match the words in column A with their definitions in column B.</p> <p>Encourage Ss to confirm the answers basing on the contextual meaning of the words but not look them up in the dictionary.</p> <p>Call on some Ss to give their answers in front of the class.</p> <p>Further explain if necessary.</p> <p>Give correct answers</p> <p>1. d 2.f 3.g 4. e 5.b 6.a 7.c</p> <p>1. <i>commuter - a person who travels into a city to work each day</i></p> <p>2. <i>stream - move in large numbers, one after another</i></p> <p>3. <i>resume - continue</i></p> <p>4. <i>bonus - payment added to what is usual</i></p> <p>5. <i>promotion - the act of being raised to a higher rank</i></p> <p>6. <i>count on - rely on</i></p> <p>7. <i>install - fix equipment in position for use</i></p>	Individual work
15'	<p style="text-align: center;">POST-READING</p> <p>Group Discussion</p> <p>Ask Ss to work in groups and discuss the topic:</p> <p><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>Clarify the topic: <i>Is college education important or not?</i></p> <p><i>Note: It's up to student to answer YES or NO. Encourage them to give relevant information and examples to support their opinion.</i></p>	Group work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Go around the class and provide help when necessary. Call on some Ss to present their ideas in front of the class. Gather ideas and give suggested answers: College education is important because:</p> <ul style="list-style-type: none"> • <i>it helps you get well-paid jobs.</i> • <i>it helps you do your work better.</i> • <i>it is easy for you to get promotion .</i> <p>College education is not very important because :</p> <ul style="list-style-type: none"> • <i>more skilled workers are needed than engineers in the present situation of our country.</i> • <i>young people can attend in-service schools to further their education.</i> 	
5'	WRAPPING	
	<p>Summarize the main points. Assign homework.</p>	Whole class

Supplements

Exercise

Fill in the blanks with the most suitable words

1. *It is important to take a.....after lunch to avoid feeling sleepy in the afternoon.*
2. *We usually have to work.....at the end of the month.*
3. *People with good work performance have greater chance of.....*
4. *Although she is not a university graduate, she gets the feeling of job..... in the company.*

Answers:

- | | |
|---------------------|--------------------|
| 1. <i>nap</i> | 2. <i>overtime</i> |
| 3. <i>promotion</i> | 3. <i>security</i> |

PERIOD 3 (Listening)

I. Aim

Listening to a conversation about ways to stay in shape

II. Objectives

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

- talk about ways to stay in shape.
- improve listening skill by doing listening comprehensive exercises.

III. Materials

Textbook, cassette,...

IV. Anticipated problems

Ss may find it difficult to write down the exact words in the blanks while listening to the tape.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<p>WARM-UP</p> <p>Jumbled Words</p> <p>Divide the class into small groups.</p> <p>Give each group one card containing 10 words whose letters are jumbled. All the words are about fitness activities that Ss often do to stay in shape.</p> <p>Ask Ss to rearrange the letters to make good words.</p> <p>The group which finishes the task first with the most correct words will be the winner.</p> <p>E.g:</p> <ol style="list-style-type: none"> 1. <i>mignsimw</i> → <i>swimming</i> 2. <i>ogjigng</i> → <i>jogging</i> 3. <i>cgciliynb</i> → <i>bicycling</i> 4. <i>oayg</i> → <i>yoga</i> 5. ... 	Group work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	<p style="text-align: center;">PRE-LISTENING</p> <p>Group Discussion</p> <p>Ask Ss to work in groups and discuss the activities and health habits that a beauty queen should acquire or do.</p> <p>Encourage Ss to give reasons to support their answers.</p> <p>E.g: <i>A beauty queen should eat a lot of fruits and vegetables because they contain vitamin C which makes our skin beautiful.</i></p> <p>...</p> <p>Gather ideas and provide correct Answers:</p> <p><i>A beauty queen should:</i></p> <p><i>Play sports</i> → Yes, To keep fit.</p> <p><i>Eat cakes and candy</i> → Yes, but not too much.</p> <p><i>Eat fruit and beer</i> → Yes, It's good for her health and beauty.</p> <p><i>Drink wine and beer</i> → Yes, but just a little and not too often.</p> <p><i>Drink tea or coffee</i> → Yes, but no too much.</p> <p><i>Smoke</i> → No.</p> <p><i>Note:</i> Tell Ss to share other ideas that they come up with during discussion.</p>	Group work
	<p style="text-align: center;">WHILE-LISTENING</p> <p>Set the scene</p> <p><i>Karen is a reporter of "Women's Weekly". She is interviewing Lisa, Miss Venezuela, about how Lisa stays in shape. Listen and check (√) the things she does.</i></p>	

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	<p>Task 1 - Ticking phrases</p> <p>Ask Ss to read the things given in the book carefully and have a guess of the activities that a Miss does to stay in shape.</p> <p>Play the tape more than once and Ss to do the task.</p> <p>Have Ss compare their answers with a friend.</p> <p>Call on some Ss to explain their answers in front of the class.</p> <p>Pause the tape when necessary and check the answers.</p> <p>Give correct answers:</p> <p>2. <i>Going to a health club</i> <input type="checkbox"/> .</p> <p>3. <i>Jogging</i> <input checked="" type="checkbox"/> .</p> <p>4. <i>Riding a bicycle</i> <input type="checkbox"/> .</p> <p>5. <i>Eating fish</i> <input checked="" type="checkbox"/> .</p> <p>6. <i>Eating fruit</i> <input checked="" type="checkbox"/> .</p> <p>7. <i>Eating vegetables</i> <input checked="" type="checkbox"/> .</p> <p>8. <i>Smoking</i> <input type="checkbox"/> .</p> <p>9. <i>Drinking wine</i> <input checked="" type="checkbox"/> .</p> <p>10. <i>Drinking beer</i> <input type="checkbox"/> .</p>	Individual work
10'	<p>Task 2 - Writing the words</p> <p>Let Ss listen to the tape again and write in the blanks how often Lisa does the activities.</p> <p>Call on two or three Ss to write the answers on the board.</p> <p>Ask for comments from other Ss.</p> <p>Check the answers in front of the class as a whole.</p> <p>Give correct answers:</p> <p>1. <i>Going to the gym</i> <i>once a week</i></p>	Individual work and Whole class

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>2. <i>Going to health club</i></p> <p>3. <i>Jogging</i> <i>every morning</i></p> <p>4. <i>Riding a bicycle</i></p> <p>5. <i>Eating fish</i> <i>four times a week</i></p> <p>6. <i>Eating fruit</i> <i>every day</i></p> <p>7. <i>Eating vegetables</i> <i>every day</i></p> <p>8. <i>Smoking</i></p> <p>9. <i>Drinking wine</i> <i>once a day / every day</i></p> <p>10. <i>Drinking beer</i></p> <p>Tapescript <i>(K = Karen, L= Lisa)</i></p> <p><i>K: Well, how do you keep yourself in such a fantastic shape, Lisa? Do you go to the gym?</i></p> <p><i>L: Not very often, just once a week to have my health checked up and to get some advice from an expert there. I try to exercise at home every day.</i></p> <p><i>K: Oh, do you have all necessary equipment ?</i></p> <p><i>L: No, I don't need any. I only jog for about an hour every morning and I swim in the evening.</i></p> <p><i>K: You mean you go to a swimming pool? And you swim even in winter?</i></p> <p><i>L: I have an indoor swimming pool at my place, so it's quite warm, all year round.</i></p> <p><i>K: Just a few more questions, Lisa. Can you tell our readers about your diet?</i></p> <p><i>L: Well, I eat almost everything I like. I don't like meat, so I only eat meat once or twice a month when I'm invited to a party. Fish is my favorite and I eat fish four times a week. And fruit, yes, a lot of fruit and vegetables every day.</i></p>	

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p><i>K: I don't suppose you smoke.</i></p> <p><i>L: Definitely no.</i></p> <p><i>K: How about wine or beer?</i></p> <p><i>L: Wine, not beer, before every dinner, just to give me a good appetite.</i></p> <p><i>K: Well, thanks for sharing some of your beauty secrets with us. I hope you can</i></p>	
5'	<p style="text-align: center;">POST-LISTENING</p> <p>Group Discussion</p> <p>Ask Ss to work in groups and tell their partners what they often do to keep fit.</p> <p>Go around the class and provide help when necessary.</p> <p>Call on some Ss to give a short talk on what they often do to keep fit.</p> <p>Make necessary comments and corrections.</p> <p>Suggested ideas:</p> <ul style="list-style-type: none"> ✓ <i>Do exercise (aerobics, jogging,...)</i> ✓ <i>Play sports (football, basketball,...)</i> ✓ <i>Have well-balanced diet (enough vitamins and nutrients,...)</i> ✓ <i>Maintain a healthy lifestyle (don't smoke or stay up too late,...)</i> 	Group work
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarize the main points.</p> <p>Assign homework.</p>	Whole class

Deleted: E

Supplements

Word Puzzle

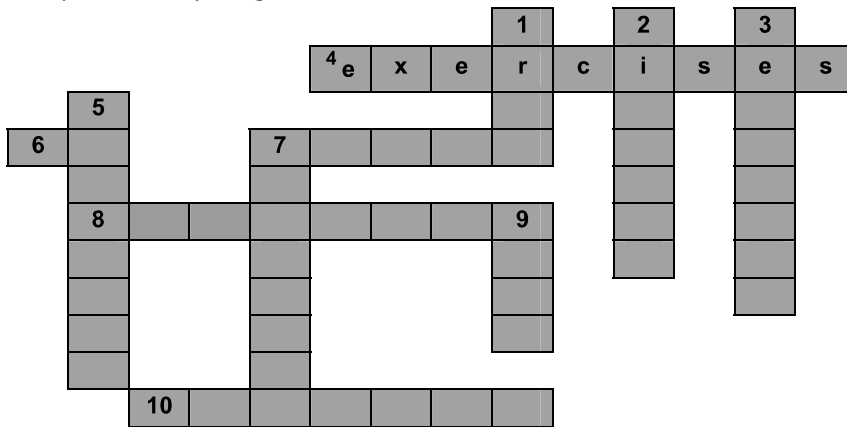
Across

- 4. Peter never..... He's very lazy.
- 6. How often do you.....yoga?

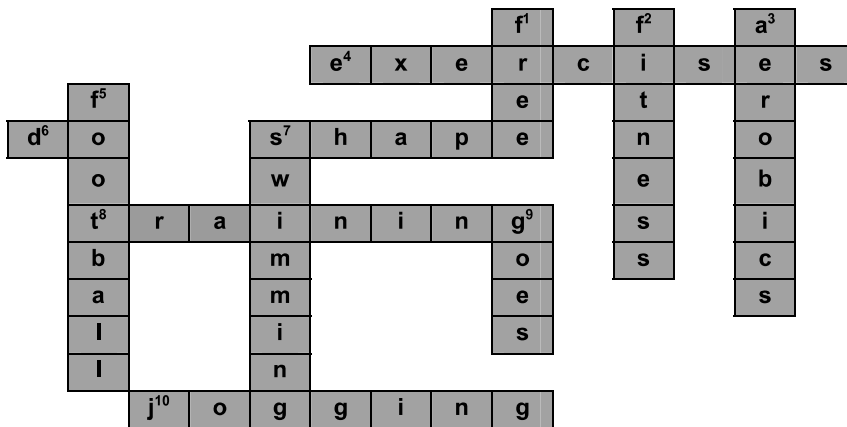
7. I like to stay in..... I play sports every day.
8. John does weight..... every evening. He lifts weights of 40 kilos.
10. Diana goes.....for three miles twice a week.

Down

1. Andrew always watches TV in his.....time
2. Kate has a regular.....program.
3. I do.....at the gym three times a week. The teacher plays great music!
5. Paul is on the.....team at his high school.
7. Mary never goes.....when the water is cold.
9. Any.....bicycling twice a month.



Answers:



PERIOD 4 (Speaking)

I. Aim

Interviewing a famous person about his/her daily routines

II. Objectives

By the end of the lesson, Ss will be able to carry out an interview with a friend taking the role of a famous person about his /her daily routines through Table Completion exercise and other related activities.

III. Materials

Textbook, whiteboard markers,...

IV. Anticipated problems

Ss may have difficulty in getting to know daily routines of a business or a singer.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>														
7'	<p>WARM-UP</p> <p>Find some who</p> <p>Prepare a two-column table with Yes/No questions and Name.</p> <p>Let Ss go around the class and ask other Ss what they usually do to keep fit. If the answer is YES, write his/her name in the table.</p> <p>The winner is the first one who completes the Name column.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Do you....</th> <th style="text-align: left; padding: 2px;">Name</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;"><i>do aerobics once or twice a week?</i></td> <td style="width: 50px;"></td> </tr> <tr> <td style="padding: 2px;"><i>do swimming every day?</i></td> <td></td> </tr> <tr> <td style="padding: 2px;"><i>ever go to a gym?</i></td> <td></td> </tr> <tr> <td style="padding: 2px;"><i>have a regular fitness program?</i></td> <td></td> </tr> <tr> <td style="padding: 2px;"><i>have a fixed daily routine?</i></td> <td></td> </tr> <tr> <td style="padding: 2px;">...</td> <td></td> </tr> </tbody> </table>	Do you....	Name	<i>do aerobics once or twice a week?</i>		<i>do swimming every day?</i>		<i>ever go to a gym?</i>		<i>have a regular fitness program?</i>		<i>have a fixed daily routine?</i>		...		Whole class
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<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	<p style="text-align: center;">PRE-SPEAKING</p> <p>Conversation Completion</p> <p><i>Set the scene</i></p> <p><i>Mai is a secretary of a trading company. Now you work in pairs to complete the conversation between her and a journalist and then practice the dialogue with your partner.</i></p> <p>Ask the pairs to study the conversation carefully and try to think of the suitable answers and information to complete it.</p> <p>Call on some pairs to act out the completed conversation in front of the class.</p> <p>Make necessary comments and corrections.</p> <p>Suggested answers:</p> <ol style="list-style-type: none"> 1. 7: 50 2. <i>What do you usually do in the morning?</i> 3. <i>meet the manager</i> 4. <i>and have a meeting</i> 5. <i>What time do you begin your work in the afternoon? (What time do you continue working?)</i> 6. <i>Are you busy in the afternoon?</i> 7. <i>arrange appointments for my boss</i> 8. <i>work on the computer / write reports/ work in my group to discuss our plans</i> 9. <i>Do you like your job?</i> <p><i>Note: Ss' answers may vary from one to another. Accept all possible answers.</i></p>	Pair work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
20'	<p style="text-align: center;">WHILE-SPEAKING</p> <p>Ask Ss to change the role and make up a conversation between a TV reporter and a businessman or a singer.</p> <p><i>Note:</i> T may brainstorm the daily routines of a businessman or a singer in front of the class as a whole before asking Ss to carry out the interview.</p> <p>Call on some Ss in the reporter's role to report their partner's routines to class.</p> <p>Comment on irrelevant activities that reporter may have.</p> <p>Give suggested answers:</p> <p style="text-align: center;"><i>A businessman's daily routines</i></p> <p style="text-align: center;">R = Reporter; B = Businessman</p> <p><i>R: Good morning Mr. Hung. Thank you very much for sparing me a few minutes of your busy schedule.</i></p> <p><i>B: It's my pleasure.</i></p> <p><i>R: Can we start with your typical morning? What time do you arrive at your office?</i></p> <p><i>B: Usually at 7.30 A.M. I arrive at the office a bit earlier than other staff.</i></p> <p><i>R. What do you often do in the morning?</i></p> <p><i>B: I often have meetings with Heads of Departments in my company and sometimes with my partners.</i></p> <p><i>R: And then?</i></p> <p><i>B: I usually have business lunches with workmates and partners to discuss work. Most of the important decisions are made with during lunch time.</i></p> <p><i>R: What time are you ready for afternoon's work?</i></p> <p><i>B: The work in afternoon is equally busy. I work on computer, send emails, sign contracts and important documents.</i></p>	Pair work

Time	Steps	Work arrangement
	<p>R: <i>What do you do after work?</i></p> <p>B: <i>After work, I often play tennis and sometimes have a drink with friends. However, I am busy from time to time so I have not much time for entertainment. You know, I have just been back from one week business trip to the South. It's very exhausting.</i></p> <p>R: <i>I see. Thank you very much. Wish you good business.</i></p> <p>B: <i>Thank you.</i></p> <p style="text-align: center;">A singer's daily routines</p> <p style="text-align: center;">R: Reporter; S = singer</p> <p>R: <i>Congratulations on your new album.</i></p> <p>S: <i>Thank you very much. I hope one or two songs in the album will be hits in the near future.</i></p> <p>R: <i>Can you tell me your typical morning? What time do you get up?</i></p> <p>S: <i>I get up very late, usually at 10 AM sometimes even midday.</i></p> <p>R: <i>What time do you have breakfast?</i></p> <p>S: <i>I am not busy in the morning so I have a long breakfast, chatting with my friends in a café.</i></p> <p>R: <i>What time do you start work?</i></p> <p>S: <i>I often start work after lunch time by learning new songs, sometimes I go to studio and make CDs.</i></p> <p>R: <i>I know that appearance is also important for a singer. Do you go to the gym?</i></p> <p>S: <i>Yes, of course. I go to the gym every day and attend a dancing club three times a week.</i></p> <p>R: <i>What do you do in the evening?</i></p> <p>S: <i>I have to rehearse with the music band before every evening show.</i></p> <p>R: <i>Do you finish work late?</i></p>	

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p><i>S: Yes. I usually finish work late at night. Sometimes I sing in a bar until after midnight.</i></p> <p><i>R: Now I understand why you get up late in the morning. Thank you and wish you great success in your career.</i></p> <p><i>S: Thank you.</i></p>	
5'	<p style="text-align: center;">POST-SPEAKING</p> <p>Ask Ss to work independently and write 5 sentences about what they often do on weekends.</p> <p>Have Ss compare their sentences with a friend and share the ideas.</p> <p>Go around the class and provide help when necessary.</p>	Individual work
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarize the main points.</p> <p>Assign homework.</p>	Whole class

Supplements

Exercise

Hobbies and interests verbs

Doing, playing or collecting?

Use **do, play or collect** with the following words:

- | | |
|---------------------------|------------------------------|
| 1. coins | 2. chess |
| 3. crosswords | 4. stamps |
| 5. computer games | 6. postcards |
| 7. an evening course | 8. a musical instrument |
| 9. aerobics | 10. exercises |

Answers:

- | | |
|-------------------|-------------------|
| 1. <i>collect</i> | 2. <i>play</i> |
| 3. <i>do</i> | 4. <i>collect</i> |
| 5. <i>play</i> | 6. <i>collect</i> |
| 7. <i>do</i> | 8. <i>play</i> |
| 9. <i>do</i> | 10. <i>do</i> |

PERIOD 5&6 (Writing)

I. Aim

Writing a letter of complaint

II. Objectives

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

- read and understand a simple letter of complaint about the poor condition of a book.
- write a letter of complaint to a travel agency about the poor service of a tour.

III. Materials

Textbook, whiteboard markers,...

Overhead projectors (OHP)

IV. Anticipated problems

Ss may find it difficult to write a letter of complaint by following a correct format and using the appropriate expressions.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	<p>WARM-UP</p> <p>Group Discussion</p> <p>Let Ss work in groups and discuss the following questions:</p> <p><i>Have you ever made a complaint?</i></p> <p><i>What did you complain about?</i></p> <p><i>Was it made orally or did you write a letter of complaint?</i></p> <p>...</p> <p>Give definition and format of a letter of complaint:</p> <p><i>Complaint is a kind of formal letter used when you are not happy with a service, a contract, a course,...</i></p>	Group work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>A letter of complaint usually includes three main parts:</p> <p><i>Opening</i></p> <p><i>Explaining the problem</i></p> <p><i>Suggesting a resolution</i></p>	
10'	<p style="text-align: center;">PRE-WRITING</p> <p>Set the scene</p> <p><i>Andrew ordered an English Grammar book from ABC Publisher, but he got book in poor condition. Now read his letter of complaint in pairs and answer the questions below:</i></p> <p style="padding-left: 40px;"><i>What does Andrew complain about?</i></p> <p style="padding-left: 40px;"><i>What does he suggest the publisher do?</i></p> <p>Ask Ss to read the letter carefully.</p> <p>Explain difficult words:</p> <p>Order No. 1468 (translation): <i>đơn đặt hàng số 1468</i></p> <p>With reference to: <i>with regard to, about</i></p> <p>To be in poor condition: <i>to have bad quality</i></p> <p>Call on some Ss to read the answers aloud in front of the class.</p> <p>Give correct answers:</p> <ol style="list-style-type: none"> <i>1. Andrew complains about the book in poor condition sent by ABC Publisher.</i> <i>2. He suggests that the publisher send him another copy.</i> <p>Make sure Ss understand the format of the letter before moving to the next activity.</p>	Whole class
40'	<p style="text-align: center;">WHILE-WRITING</p> <p>Brainstorming</p> <p>Instruct the task:</p> <p><i>Your class took a tour of Ha Long last month but the tour was very poorly run. Now you work in small</i></p>	Whole class and Individual work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p><i>groups and brainstorm the poor service of the tour regarding the hotel, the meals, the tour guide.</i></p> <p>Encourage Ss to contribute as many ideas as possible.</p> <p>Gather ideas from groups:</p> <p>The hotel:</p> <ul style="list-style-type: none"> ✓ <i>small</i> ✓ <i>dirty</i> ✓ <i>uncomfortable</i> ✓ ... <p>The meals:</p> <ul style="list-style-type: none"> ✓ <i>insufficient</i> ✓ <i>poor food</i> ✓ <i>stale fish</i> ✓ ... <p>The tour guide:</p> <ul style="list-style-type: none"> ✓ <i>unfriendly</i> ✓ <i>not well-informed</i> ✓ <i>unhelpful</i> ✓ ... <p>Ask Ss to work independently and choose 3 ideas above to write a letter of complaint to the travel agency to complain about the tour by using the prompts and useful expressions in the book.</p> <p>Ask Ss to exchange their writings and cross check.</p> <p>Pick up some typical letters to check the mistakes in front of the class as a whole.</p> <p>Use OHP if possible to present the suggested writing.</p> <p>Make clear the outline and the expressions of the letter.</p> <p>Suggested answers:</p>	

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p><i>Dear Sir / Madam</i></p> <p><i>We're students of Le Quy Don High School. We're writing to you about the tour of Ha Long last month.</i></p> <p><i>We'd like to point out a few things about the tour on July 15.</i></p> <p><i>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. Finally, the tour guide was not friendly or well-informed.</i></p> <p><i>I wonder if you'd mind looking into this matter and giving us convincing explanation.</i></p> <p><i>I hope you will do something for compensation.</i></p> <p><i>Yours</i></p> <p><i>Nguyen Viet Anh</i></p> <p><i>Student Representative</i></p>	
25'	<p style="text-align: center;">POST-WRITING</p> <p>Dealing with complaints</p> <p>If time allowed, instruct Ss to write a reply to letters of complaint which are called dealing with complaints.</p> <p>Briefly explain the general outline of a reply to letters of complaint:</p> <p>Opening</p> <p>Explaining the mistakes</p> <p>Solving the problems</p> <p>Ask Ss to work in pairs to complete the following sentences to make a reply to the complaint about the poor quality of service on the tour of Ha Long.</p> <p><i>Dear Viet Anh,</i></p> <p style="padding-left: 40px;">1. Thank / you / letter / inform / me / poor / service / the tour / July 15.</p>	Pair work

Time	Steps	Work arrangement
	<ol style="list-style-type: none"> 2. <i>We / look / the / situation / and / appear / what / say / true.</i> 3. <i>These mistakes/ own / apologize / inconvenience /cause you.</i> 4. <i>Reasons / poor service / due / difficulty / finance / company / low / discipline / tour guide.</i> 5. <i>We / meeting / next week / consider / way / compensate.</i> 6. <i>We / send / confirmation / soon / we / have / final decision.</i> 7. <i>I / beg / sympathy / and / look / forward / support.</i> 8. <i>Yours truly,</i> <p>Call on some Ss to read their completed letters aloud. Give feedback sentence by sentence. Suggested answers: <i>Dear Viet Anh,</i></p> <ol style="list-style-type: none"> 1. <i>Thank you for the letter which informs me the poor service of the tour on July 15.</i> 2. <i>We have looked into the situation and it appeared that what you say is true.</i> 3. <i>These mistakes are entirely our own and we apologize for inconvenience it caused you.</i> 4. <i>Reasons for the poor service are due to the difficulty in finance of company and low discipline of tour guide.</i> 5. <i>We will have a meeting next week and consider the way to compensate you.</i> 6. <i>We will send you a confirmation as soon as we have the final decision.</i> 	

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>7. <i>I beg your sympathy and look forward to you on-going support.</i></p> <p>8. <i>Yours truly,</i></p>	
5'	<p style="text-align: center;">WRAPPING</p> <p>Summarize the main points. Assign homework.</p>	Whole class

Supplements

Exercise

Find and correct mistakes in the following sentences

1. *The tour that we took last month was very poor run.*
2. *I want to do a complaint about the late delivery of the table.*
3. *Would you please send me the book so soon as possible.*
4. *What I like most about the tour is the helpful tour guider.*

Answers:

Mistakes		Corrections
1. <i>poor</i>	→	<i>poorly</i>
2. <i>do</i>	→	<i>make</i>
3. <i>so</i>	→	<i>as</i>
4. <i>guider</i>	→	<i>guide</i>

PERIOD 7 (Language focus)

I. Aim

Revision of compound adjectives

The present simple vs. the present progressive

The present perfect vs. the past simple

II. Objectives

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

- use the compound adjectives formed by *number + singular noun* == > *compound adjective*.
- distinguish the difference between the present simple and the present progressive, the present perfect and the past simple and use them appropriately.

III. Materials

Textbook, whiteboard markers,...

IV. Anticipated problems

Ss may confuse the present simple with the present progressive and the present perfect with the past simple

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
5'	<p style="text-align: center;">WARM-UP</p> <p>Compound adjectives Revision</p> <p>Write down 5 to 8 compound adjectives on the board.</p> <ol style="list-style-type: none"> 1. <i>man -</i> 2. <i>..... - free</i> 3. <i>world -.....</i> 4. <i>..... - friendly</i> 5. <p>Ask Ss to work in pairs and form good compound adjectives.</p> <p>Call on some Ss to give the answers in front of the class.</p> <p>Feedback and provide correct answers:</p> <ol style="list-style-type: none"> 1. <i>man-made</i> 2. <i>duty-free</i> 3. <i>world-famous</i> 4. <i>environment-friendly</i> 	Pair work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
5'	<p style="text-align: center;">WORD STUDY</p> <p style="text-align: center;">PRESENTATION 1</p> <p>Explain one of the ways to form compound adjectives: <i>number + singular noun ⇒ compound adjective</i></p> <p>Give some example to illustrate the grammar point: <i>He is living in a two-room apartment</i> <i>(He is living in an apartment with two rooms.)</i></p> <p>Note that the noun used in the compound is always singular.</p>	Whole class
5'	<p style="text-align: center;">PRACTICE 1</p> <p>Ask Ss to work in pairs to fill in the blanks with <i>compound adjectives + nouns</i> as the examples in the book.</p> <p>Call on some Ss to write the answers on the board.</p> <p>Check the answers in front of the class as a whole.</p> <p>Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>My parents saw a 3 - act play last night.</i> 2. <i>Peter bought a 15 - piece tool set</i> 3. <i>Margie has a 5 - shelf bookcase.</i> 4. <i>These are 20 - dollar shoes.</i> 5. <i>Daisy wrote a 10 - page report.</i> 	Individual work
5'	<p style="text-align: center;">GRAMMAR</p> <p style="text-align: center;">PRESENTATION 2</p> <p>The Present Simple vs. the Present Progressive</p>	Whole class

<i>Time</i>	<i>Steps</i>		<i>Work arrangement</i>
	<p style="text-align: center;">Present simple</p> <p>Use the Present simple for things in general or things that happen repeatedly. E.g: <i>Water boils at 100 degree celcius.</i></p> <p>Use the Present simple for a permanent situation. E.g: <i>My parents live in London. They have lived there for all their lives.</i></p>	<p style="text-align: center;">Present progressive</p> <p>Use the Present progressive for something that is happening at or around the time of speaking. The action is not finished. E.g: <i>The water is boiling. Can you turn it off?</i></p> <p>Use the Present progressive for a temporary situation. E.g: <i>I'm living with some friends until I find a flat.</i></p>	
5'	<p style="text-align: center;">PRACTICE 2</p> <p>Have Ss work in pairs and use the correct form of the verbs in parentheses to fill in each blank.</p>		Pair work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Let Ss discuss the answers with other pairs. Call on some pairs to read the completed sentences aloud in front of the class. Ask for comments from other Ss. Feedback and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>am thinking; cost; is</i> 2. <i>looks; doesn't fit; don't know</i> 3. <i>What are you doing? am looking</i> 4. <i>think; is going ; agree</i> 5. <i>like; Are you enjoying; love</i> 6. <i>fall; do you go; doesn't make</i> 7. <i>am staying; am looking; promise</i> 8. <i>do you want; don't understand; are</i> 	
5'	<p style="text-align: center;">PRESENTATION 3</p> <p>Revision of the present perfect tense</p> <p>Form</p> <p>(+) <i>S + have /has + P_{II} + O.</i></p> <p>(-) <i>S + haven't /hasn't + P_{II} + O.</i></p> <p>(?) <i>Have /has + S + P_{II} + O?</i></p> <p><i>Yes, S + have/has</i></p> <p><i>No, S + haven't /hasn't</i></p> <p>Use</p> <p>We use the present perfect tense to express an action that started in the past and relates to the present: E.g: <i>"Where's your key?" "I don't know. I have lost it" (I haven't got it now.)</i></p> <p>We use the present simple when we say "It's the first /second/third time something has happened." E.g: <i>Don is having a driving lesson. He is very nervous and unsure because it is his first lesson. ----- > It's the first time he has driven a car.</i></p>	Whole class

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>				
5'	<p align="center">PRACTICE 3</p> <p>Have Ss work independently and do exercise b) <i>What would you say in these situations. Use the word time and the present perfect. The first one has been done for you.</i></p> <p>Ask Ss to compare the answers with a friend. Call on some Ss to write their sentences on the board. Check the exercise in front of the class as a whole. Give correct answers:</p> <p>2. <i>This is second time the printer hasn't worked</i> 3. <i>This is the second time I've stayed in this hotel.</i> 4. <i>This is the fifth time I've missed the bus.</i> 5. <i>This is the third time I've lost my money.</i> 6. <i>This is the first time I've given a 15- minute talk in English.</i></p>	Individual work				
5'	<p align="center">PRESENTATION 4</p> <p>The present perfect vs. the past simple</p> <table border="1"> <thead> <tr> <th>The present perfect</th> <th>The past simple</th> </tr> </thead> <tbody> <tr> <td> <p>The present perfect is a present tense. It always tells us about <i>now</i>. E.g: <i>Tom has lost his key</i> (He doesn't have the key now)</p> <p>We use the present perfect to give information. E.g: <i>I have bought a new shirt.</i></p> </td> <td> <p>The past simple tells us only about the past. E.g: <i>Tom lost his key</i> (We don't know whether he had it now or not. We only know he lost it some time in the past)</p> <p>We use the past simple to give details about the result. E.g: <i>Where did you buy it?</i></p> </td> </tr> </tbody> </table>	The present perfect	The past simple	<p>The present perfect is a present tense. It always tells us about <i>now</i>. E.g: <i>Tom has lost his key</i> (He doesn't have the key now)</p> <p>We use the present perfect to give information. E.g: <i>I have bought a new shirt.</i></p>	<p>The past simple tells us only about the past. E.g: <i>Tom lost his key</i> (We don't know whether he had it now or not. We only know he lost it some time in the past)</p> <p>We use the past simple to give details about the result. E.g: <i>Where did you buy it?</i></p>	Whole class
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<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>														
5'	<p style="text-align: center;">PRACTICE 4</p> <p>Have Ss do the exercise in pairs. Use the correct form of the verbs in parentheses to fill in each blank. Note that it is a conversation so there is a logical link among the sentences. Call on some Ss to read the completed conversations. Ask for comments from other Ss. Feedback and give correct answers:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>1. Have you heard</i></td> <td style="width: 50%;"><i>8. knew</i></td> </tr> <tr> <td><i>2. happened</i></td> <td><i>9. didn't you tell</i></td> </tr> <tr> <td><i>3. had</i></td> <td><i>10. didn't see</i></td> </tr> <tr> <td><i>4. fell</i></td> <td><i>11. haven't seen</i></td> </tr> <tr> <td><i>5. broke</i></td> <td><i>12. has had</i></td> </tr> <tr> <td><i>6. did it happen</i></td> <td><i>13. hit</i></td> </tr> <tr> <td><i>7. told</i></td> <td><i>14. made</i></td> </tr> </table>	<i>1. Have you heard</i>	<i>8. knew</i>	<i>2. happened</i>	<i>9. didn't you tell</i>	<i>3. had</i>	<i>10. didn't see</i>	<i>4. fell</i>	<i>11. haven't seen</i>	<i>5. broke</i>	<i>12. has had</i>	<i>6. did it happen</i>	<i>13. hit</i>	<i>7. told</i>	<i>14. made</i>	Pair work
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Unit 4

SPECIAL EDUCATION

PERIOD 1, 2&3 (Reading)

I. Aim

Reading about Helen Keller - a woman with strong dedication to helping the blind around the world

II. Objectives

By the end of the lesson, Ss will be:

- updated with information about Helen Keller.
- able to improve reading comprehension skill through ordering and answering questions exercises.

III. Materials

Textbook, whiteboard markers,...

Pictures of real objects about special education

IV. Anticipated problems

Ss may have no ideas about Helen Keller.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
20'	<p style="text-align: center;">WARM-UP</p> <p>Networks Ask Ss to work in groups and make a list of words that describe the disabled people. Gather ideas from groups and lead in the lesson. Suggested answers:</p>	Group work and Whole class

Disabled

- *Blind*
- *Can't see*
- *Can't read or write*
- *Can't walk by themselves*

Deaf

- *Can't hear*

Dumb

- *Can't speak*

Mentally-retarded

- *Learn slowly*
- *Can't communicate appropriately*

...

Set the scene

*Schools for disabled children are called special schools.
Now name some special schools you know.*

Organize the activity in front of the class as a whole.

Write down the names of the schools on the board.

Examples:

Special Schools in Hanoi:

Nguyen Dinh Chieu Special School for the Blind

Xa Dan Special School for the Dumb and Deaf

Binh Minh Special Primary School

Vo Thi Sau Special Primary School

Ask Ss to work in pairs and do the tasks in b) and c)

Call on some Ss to give the answers in front of the class.

Feedback and give correct answers:

b)

1. *They are blind.*
2. *They are dumb.*
3. *The Braille.*

	<p>c)</p> <ol style="list-style-type: none"> 1. <i>The blind.</i> 2. <i>The deaf.</i> 3. <i>The dumb.</i> <p>Give further definition of special education and Braille</p> <p>Special education refers to the teaching of students with a learning disability, a developmental disability or a behavioral problem. Thus, this education is specially aimed at the blind and deaf students or the students who are slow at learning or the students who have other learning difficulties.</p> <p>Braille is a system of raised dots representing the letters of the alphabet, punctuation and numbers, based on the six patterns of a dice, which enables blind people to read by touching and to write by using an embosser. It was invented by Louise Braille of France who was blinded in a childhood accident. At the age of 15 he modified a military system for reading orders at night without showing any light (night writing).</p>	
20'	<p style="text-align: center;">PRE-READING</p> <p>Ask Ss some questions about Helen Keller:</p> <p><i>Do you know Helen Keller?</i></p> <p><i>Who is she?</i></p> <p><i>Why is she famous?</i></p> <p><i>What is special about her?</i></p> <p>...</p> <p>Tell Ss to look at Helen Keller's saying in the book:</p> <p><i>"Even more amazing than the wonders of nature are the powers of the spirit"</i></p> <p>Ask Ss to discuss the saying with a friend.</p> <p>Briefly explain the saying to the whole class.</p>	Pair work

	<p>Introduce the reading:</p> <p><i>Today we will read about Helen Keller, a american woman, who is disabled but brave, determined and kind-hearted. First we have a look at the new words in the passage.</i></p> <p>Vocabulary pre-teach</p> <p>dedicated (a): <i>devoted oneself to smt</i> (tận tụy, tận tâm) painstakingly (adv): <i>carefully, industriously</i> (cần cù, cẩn thận) consciousness (n): <i>awareness, a person's conscious thoughts and feelings</i> (nhận thức, ý thức) fingertip alphabet/manual alphabet (n): (bảng chữ cái được diễn đạt bằng cử chỉ bàn tay (của người câm điếc) preparatory school (n): <i>a school in which students are prepared for entering a college or university</i> (trường dự bị đại học)</p> <p>Checking technique</p> <p>Sentence modeling</p> <p>Ask Ss to make sentences with the above words. Make sure they understand the meaning and know how to use them appropriately.</p>	
20'	<p style="text-align: center;">WHILE-READING</p> <p>Task 1 - Ordering Events</p> <p>Ask Ss to work independently and put the events of Helen Keller's life into chronological order.</p> <p>Encourage Ss to read quickly and guess the unknown words in the context they appear.</p> <p>Have Ss discuss the answers with a friend.</p> <p>Call on some Ss to explain their answers in front of the class.</p> <p>Make necessary corrections.</p>	Individual work

20'	<p>Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>She was born in 1880</i> 2. <i>She became blind and deaf.</i> 3. <i>She met Dr. Alexander Graham Bell.</i> 4. <i>She met Anne Sullivan .</i> 5. <i>She learned Braille.</i> 6. <i>She graduated from Radcliffe College</i> 7. <i>She gave lectures and traveled to many countries.</i> <p>Task 2 - Finding Not Mentioned Information</p> <p>Ask Ss to read the first and the second paragraphs again and find the idea which is not mentioned.</p> <p>Tell Ss to underline the sentences in these two paragraphs to prove the answers.</p> <p>Notice Ss that the ideas have been paraphrased.</p> <p>Call on some Ss to give their answers in front of the class.</p> <p>Feedback and give correct answers:</p> <p><i>The answer is A.</i></p> <p><i>B is not the correct answer because “Helen Keller was taken by her parents to see Dr. Alexander Graham Bell”.</i></p> <p><i>C is not the correct answer because “Darkness began to melt from her mind from the day...”</i></p> <p><i>D is not the correct answer because “In six short months, she knew 625 words.”</i></p>	Individual work
20'	<p>Task 3 - Answering Questions</p> <p>Ask Ss to work in pairs and read the passage again to answer the questions in the book.</p> <p>Call on some Ss to write the answers on the board.</p> <p>Check the answers in front of the class as a whole.</p> <p>Further explain when necessary.</p>	Pair work

	<p>Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>She was blind and deaf.</i> 2. <i>She was seven years old.</i> 3. <i>She had learned sign language.</i> 4. <i>It means “with honors.”</i> 5. <i>She was a companion and interpreter who helped Helen understand lessons and discussions in class.</i> 	
30'	<p style="text-align: center;">POST-READING</p> <p>Group Discussion</p> <p>Ask Ss to work in groups of 4 and discuss:</p> <ol style="list-style-type: none"> 1. <i>Helen Keller’s disabilities and her efforts to overcome them.</i> 2. <i>The significance of Helen Keller’s success.</i> <p>Go around the class and provide help if necessary.</p> <p>Encourage all members in the groups to actively engage in the discussion.</p> <p>Suggest questions for discussion in 1:</p> <ol style="list-style-type: none"> 1. <i>What was she like when she was born?</i> 2. <i>At what age did she become deaf and blind?</i> 3. <i>How did she learn words?</i> 4. <i>Which schools did she study?</i> 5. <i>What kind of teacher did she have?</i> 6. <p>2.</p> <p><i>Helen Keller’s success was significant because:</i></p> <p><i>She was determined to succeed despite disability at early age.</i></p> <p><i>She finished high school and college with honors.</i></p> <p><i>She was a woman of golden heart.</i></p> <p><i>She helped other disabled people by giving lectures and raising charity fund.</i></p> <p>...</p>	Group work

	<i>Note: It's up to Ss' level, this post reading activity can be organized through Summarizing, or True or False Repetition.</i>	
5'	WRAPPING Summarize the main points. Assign homework.	Whole class

Supplements

Reading

Further reading on Helen Keller's famous quotes

1. *Although the world is full of suffering, it is full also of the overcoming of it. (Mặc dù thế giới có thật nhiều khó khăn nhưng cũng có thật nhiều cách vượt qua chúng)*
2. *Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved. (Tính cách không thể hình thành trong sự thoải mái và yên lặng. Chỉ bằng cách vượt qua khó khăn và thử thách tinh thần mới được vững vàng, tham vọng được thúc đẩy và thành công mới có thể đạt được)*
3. *Life is either a daring adventure or nothing. Avoiding danger is no safer in the long run than exposure. (Cuộc sống là dám phiêu lưu hoặc không là gì cả. Trốn tránh hiểm nguy không hề an toàn hơn việc đối mặt với nó.)*
4. *Many persons have a wrong idea of what constitutes true happiness. It is not attained through self-gratification but through fidelity to a worthy purpose. (Nhiều người có quan niệm sai lầm về những yếu tố tạo nên hạnh phúc thực sự. Hạnh phúc không thể đạt được bằng sự ban thưởng mà bằng sự trung thực với một mục đích cao đẹp.)*
5. *People do not like to think. If one thinks, one must reach conclusions. Conclusions are not always pleasant. (Mọi người không thích suy nghĩ. Vì nếu ai suy nghĩ cũng phải đi đến kết luận mà kết luận thì không phải lúc nào cũng dễ chịu.)*

6. *The best and most beautiful things in the world cannot be seen or even touched. They must be felt within the heart. (Điều kì diệu và đẹp nhất trên thế giới không thể nhìn hay sờ thấy mà nó phải được cảm nhận bằng trái tim.)*
7. *We could never learn to be brave and patient, if there were only joy in the world. (Chúng ta sẽ không dũng cảm và kiên nhẫn nếu trên trái đất này chỉ có niềm vui.)*
8. *When one door of happiness closes, another opens; but often we look so long at the closed door that we do not see the one which has been opened for us. (Khi một cánh cửa hạnh phúc khép lại thì cánh cửa kia sẽ mở. Tuy nhiên nếu chúng ta nhìn quá lâu vào cánh cửa đóng thì sẽ không biết cánh cửa kia đã mở ra cho chúng ta rồi.)*
9. *The highest result of education is tolerance. (Kết quả lớn nhất của giáo dục là dạy chúng ta biết khoan dung.)*

PERIOD 4 (Listening)

I. Aim

Listening about institutions for the Deaf and Blind in the USA

II. Objectives

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

- be updated with background information about institutions in the USA which specially used for and by the disabled.
- improve listening skill by identifying key information for the answers.

III. Materials

Textbook, whiteboard markers, cassette,...

IV. Anticipated problems

Ss may not know the position of some states of the USA on the map.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<p style="text-align: center;">WARM-UP</p> <p>States of America</p> <p>Ask Ss to work in groups and write the names of the states in the USA in full.</p> <p>The group which finishes first with the most correct words will be the winner.</p> <p style="text-align: center;"> <i>1. Haw...</i> <i>2.fornia</i> <i>3. Ne... Yo...</i> <i>4. ...bama</i> <i>5. Indi...</i> <i>6.gan</i> <i>7. Te...</i> <i>8.rida</i> <i>9. Oh...</i> <i>10.ton</i> </p> <p>Answers:</p> <p style="text-align: center;"> <i>1. Hawaii</i> <i>2. California</i> <i>3. New York</i> <i>4. Alabama</i> <i>5. Indiana</i> <i>6. Michigan</i> <i>7. Texas</i> <i>8. Florida</i> <i>9. Ohio</i> <i>10. Washington</i> </p>	Group work
10'	<p style="text-align: center;">PRE-LISTENING</p> <p>Keep Ss in groups and locate the states of New York and Alabama on the map in the book.</p> <p>Give correct answers.</p> <p>(See the Supplements for the map of the USA)</p> <p><i>Note:</i> If Ss are interested, let them locate 10 states above on the map. Ts are advised to give further information on the USA when necessary.</p>	Group work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<p style="text-align: center;">WHILE-LISTENING</p> <p>Set the scene <i>We have learned about the states of the USA. In today's listening, you will hear someone talking about two schools for disabled children in the states of New York and Alabama.</i></p> <p>Task 1 - Writing the words Ask Ss to listen to the first part of the recording independently and fill in the blanks. Tell Ss to study the information required carefully before listening to the tape. Play the tape more than once if necessary. Have Ss compare their answers with a friend. Call on 2 Ss to write the answers on the board. Ask for comments from other Ss. Give correct answers:</p> <ol style="list-style-type: none"> 1. Name of school: <i>The New York Institution for the blind</i> 2. Students' disabilities: <i>blindness or visual impairment</i> 3. Year of foundation: <i>1831</i> 4. Year the school name changed: <i>early in the twentieth century</i> 	Individual work
8'	<p>Task 2 - True or False Ask Ss to listen to the second part of the recording and decide whether the statements are true or false. Check (√) the appropriate boxes and then correct the false statements. Encourage Ss to have a guess of the statements before listening to the tape.</p>	Individual work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Play the tape several times.</p> <p>Call on some Ss to explain their answers in front of the class.</p> <p>Feedback and give correct answers:</p> <ol style="list-style-type: none"> 1. T 2. F (In 1858) 3. F (It has regional centers across the state of Alabama.) 4. T <p>Tapescript</p> <p><i>....The New Your institution for the Blind was founded in 1831 as one of the first schools in the United States to provide an education program for children who were blind or visually impaired. Early in the twentieth century the name was changed to the New York Institute for Special Education to better reflect the school's expanded focus and commitment to children with a variety of disabilities....</i></p> <p><i>... Founded in 1858 , Alabama institute for the Deaf and Blind has provided a variety of special programs for hundreds of children and adults from ages 3 to 21 . Across the state of Alabama , families and individuals learn how to adjust to a new way of life , find interpreters, and enrich their life in many ways through the services of Regional Centers of the institute...</i></p>	
10'	<p style="text-align: center;">POST-LISTENING</p> <p>Summary</p> <p>Ask Ss to work in groups.</p> <p>Let Ss listen to the whole recording again and summarize it to present in front of the class.</p> <p>Suggest the outline of the presentation:</p>	Group work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>																				
	<p>Part 1</p> <ol style="list-style-type: none"> 1. <i>Name of school:</i> 2. <i>Year of foundation:</i> 3. <i>School's characteristics:</i> 4. <i>Year the school name changed:</i> 5. <i>Reason(s):</i> <p>Part 2</p> <ol style="list-style-type: none"> 1. <i>Name of the Institute:</i> 2. <i>Year of foundation:</i> 3. <i>School's characteristics:</i> 4. <i>The relation between the Institute and the disabled in Alabama:</i> <p>Call on some Ss to make a mini presentation in front of the class.</p> <p><i>Note:</i> This activity can be organized as a competition: Each group appoints a S as a presenter and a S to work as a judge member.</p> <p>The judge members assess the presenters following this assessment scale:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Presenter</th> <th>Content (3)</th> <th>Fluency (3)</th> <th>Accuracy (4)</th> <th>Total (10)</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Presenter	Content (3)	Fluency (3)	Accuracy (4)	Total (10)	1.					2.					3.					
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1.																						
2.																						
3.																						
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarize the main points.</p> <p>Assign homework.</p>	Whole class																				

Supplements

1. Map of the USA



2. 50 states of the USA

50 states of the USA

Order	Postal	Traditional	State	Capital	Most Populous City
1	AL	Ala.	Alabama	Montgomery	Birmingham
2	AK	Alaska	Alaska	Juneau	Anchorage
3	AZ	Ariz.	Arizona	Phoenix	Phoenix
4	AR	Ark.	Arkansas	Little Rock	Little Rock
5	CA	Cal. or Calif.	California	Sacramento	Los Angeles
6	CO	Colo.	Colorado	Denver	Denver
7	CT	Conn.	Connecticut	Hartford	Bridgeport
8	DE	Del.	Delaware	Dover	Wilmington
9	FL	Fla.	Florida	Tallahassee	Jacksonville
10	GA	Ga.	Georgia	Atlanta	Atlanta

Order	Postal	Traditional	State	Capital	Most Populous City
11	HI	Hawaii	Hawaii	Honolulu	Honolulu
12	ID	Idaho	Idaho	Boise	Boise
13	IL	Ill.	Illinois	Springfield	Chicago
14	IN	Ind.	Indiana	Indianapolis	Indianapolis
15	IA	Iowa	Iowa	Des Moines	Des Moines
16	KS	Kan. or Kans.	Kansas	Topeka	Wichita
17	KY	Ky.	Kentucky	Frankfort	Louisville
18	LA	La.	Louisiana	Baton Rouge	New Orleans *
19	ME	Maine	Maine	Augusta	Portland
20	MD	Md.	Maryland	Annapolis	Baltimore
21	MA	Mass.	Massachusetts	Boston	Boston
22	MI	Mich.	Michigan	Lansing	Detroit
23	MN	Minn.	Minnesota	Saint Paul	Minneapolis
24	MS	Miss.	Mississippi	Jackson	Jackson
25	MO	Mo.	Missouri	Jefferson City	Kansas City
26	MT	Mont.	Montana	Helena	Billings
27	NE	Neb.	Nebraska	Lincoln	Omaha
28	NV	Nev.	Nevada	Carson City	Las Vegas
29	NH	N.H.	New Hampshire	Concord	Manchester
30	NJ	N.J.	New Jersey	Trenton	Newark
31	NM	N.M.	New Mexico	Santa Fe	Albuquerque
32	NY	N.Y.	New York	Albany	New York City
33	NC	N.C.	North Carolina	Raleigh	Charlotte
34	ND	N.D., N.Dak., or No. Dak.	North Dakota	Bismarck	Fargo
35	OH	Ohio	Ohio	Columbus	Columbus
36	OK	Okla.	Oklahoma	Oklahoma City	Oklahoma City

Order	Postal	Traditional	State	Capital	Most Populous City
37	OR	Ore. or Oreg.	Oregon	Salem	Portland
38	PA	Penn. or Penna.	Pennsylvania	Harrisburg	Philadelphia
39	RI	R.I.	Rhode Island	Providence	Providence
40	SC	S.C.	South Carolina	Columbia	Columbia
41	SD	S.D. or S.Dak.	South Dakota	Pierre	Sioux Falls
42	TN	Tenn.	Tennessee	Nashville	Memphis
43	TX	Tex. or Texas	Texas	Austin	Houston
44	UT	Utah	Utah	Salt Lake City	Salt Lake City
45	VT	Vt.	Vermont	Montpelier	Burlington
46	VA	Va.	Virginia	Richmond	Virginia Beach
47	WA	Wash.	Washington	Olympia	Seattle
48	WV	W.Va.	West Virginia	Charleston	Charleston
49	WI	Wis. or Wisc.	Wisconsin	Madison	Milwaukee
50	WY	Wyo.	Wyoming	Cheyenne	Cheyenne

PERIOD 5 (Speaking)

I. Aim

Giving opinions on certain problems

II. Objectives

By the end of the lesson, Ss will be able to express their opinions on the problems of disabled children by using given prompts.

III. Materials

Textbook, whiteboard markers,...

IV. Anticipated problems

Ss may have difficulty in using expressions giving opinions

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<p style="text-align: center;">WARM-UP</p> <p>Brainstorming Ask Ss to work in groups and make a list of the problems that the disabled have to suffer. Encourage Ss to contribute the ideas that they see every day. Gather ideas from groups and make necessary comments.</p>	Group work
10'	<p style="text-align: center;">PRE-SPEAKING</p> <p>Vocabulary pre-teach visually impaired (a): <i>having problems with seeing</i> (khiếm thị) locality (n): <i>a geographical place</i> (địa phương) hearing aids (n): <i>tools that help hearing better</i> (thiết bị trợ thính) sign language (n): <i>ngôn ngữ cử chỉ</i> spoken language (n): <i>ngôn ngữ nói</i></p> <p>Set the scene: <i>A and B are talking about B's friend, a visually impaired girl. Now you work in pairs, read the dialogue and fill in the blanks with necessary words/phrases from the table.</i></p> <p>Tell Ss to read the dialogue carefully and have a guess of the missing words before doing the task.</p> <p>Call on some pairs to act out the dialogue in front of the class.</p> <p>Feedback and give correct answers: <i>A: What's wrong with your friend in the picture?</i></p>	Whole class and Pair work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p><i>B: Well, she has (1) difficulty seeing things. She has to use a (2) walking stick to go around.</i></p> <p><i>A: Does she go to school?</i></p> <p><i>B: Oh, yes. She attends a special school in her locality.</i></p> <p><i>A: How can she study if she cannot (3) see?</i></p> <p><i>B: Well, She learns (4) Braille, a pattern of raised dots that are felt with fingers to help the blind read.</i></p>	
15'	<p style="text-align: center;">WHILE-SPEAKING</p> <p>Ask Ss to work in pairs and make a similar dialogue about the mute and deaf students. Use the prompts in the table.</p> <p>Go around the class and provide help when necessary.</p> <p>Call on several pairs to act out the conversation in front of the class.</p> <p>Make necessary corrections regarding Ss' pronunciation and intonation.</p> <p>Give suggested answer:</p> <p><i>A: What's wrong with your friend in the picture?</i></p> <p><i>B: Well, she has difficulty hearing and speaking. She has to use hearing aids to listen when she talks to other people.</i></p> <p><i>A: Does she go to school?</i></p> <p><i>B: Oh, yes. She attends a special school in her locality.</i></p> <p><i>A: How can she study if she cannot hear and speak?</i></p> <p><i>B: Well, She learns sign language, the use of gestures to communicate instead of spoken language.</i></p>	Pair work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	<p style="text-align: center;">POST-SPEAKING</p> <p>Group Discussion</p> <p>Have Ss work in groups and discuss the problems of the deaf and mute in their daily life and what they can do to help the disabled children.</p> <p>Go around the class and provide help when necessary.</p> <p>Gather ideas from groups and have final thoughts on the topic.</p>	Group work
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarize the main points.</p> <p>Assign homework.</p>	Whole class

Supplements

Exercise

Match the words in A with the words in B to make compound words about the disabled

A	B
<i>1. walking</i>	<i>a. dots</i>
<i>2. hearing</i>	<i>b. language</i>
<i>3. raised</i>	<i>c. aids</i>
<i>4. sign</i>	<i>d. stick</i>

Answers:

1. *d* 2. *c* 3. *a* 4. *b*

PERIOD 6&7 (Writing)

I. Aim

Filling in a registration form

II. Objectives

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

- understand what kind of information is required to fill in a form.
- fill in some common forms such as registration forms

III. Materials

Textbook, whiteboard markers,..

Common forms available in class

IV. Anticipated problems

Ss may have difficulty in understanding some new words about English courses such as General English, Intensive English, TOEFL, IELTS,...

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>												
10'	<p>WARM-UP</p> <p>Matching</p> <p>Ask Ss to work in groups and match the name of some international tests in letters with their full names.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="text-align: center; width: 10%;">1.</td> <td style="text-align: center; width: 15%;">TOEFL</td> <td style="width: 75%;">a. <i>International English Language Testing System</i></td> </tr> <tr> <td style="text-align: center;">2.</td> <td style="text-align: center;">IELTS</td> <td>b. <i>Scholastic Assessment Test</i></td> </tr> <tr> <td style="text-align: center;">3.</td> <td style="text-align: center;">TOEIC</td> <td>c. <i>Test Of English as a Foreign Language</i></td> </tr> <tr> <td style="text-align: center;">4.</td> <td style="text-align: center;">SAT</td> <td>d. <i>Test of English for International Communication</i></td> </tr> </tbody> </table>	1.	TOEFL	a. <i>International English Language Testing System</i>	2.	IELTS	b. <i>Scholastic Assessment Test</i>	3.	TOEIC	c. <i>Test Of English as a Foreign Language</i>	4.	SAT	d. <i>Test of English for International Communication</i>	Group work
1.	TOEFL	a. <i>International English Language Testing System</i>												
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<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Call on some Ss to explain their answers and present what they know about these tests.</p> <p>Give correct answers:</p> <p>1. <i>c</i> 2. <i>a</i> 3. <i>d</i> 4. <i>b</i></p> <p>Give background information about these tests on request.</p> <p>(See Supplements for more information)</p>	
25'	<p style="text-align: center;">PRE-WRITING</p> <p>Ask Ss to look at the forms on page 49.</p> <p>Explicit the Examination Registration Form.</p> <p>Make sure Ss understand the required information.</p> <p>Set the sence:</p> <p><i>Tran Linh and Linda, a clerk at the registration office of the International School of English, are talking on the phone. You now read dialogue in pairs and fill in the form.</i></p> <p>Explain necessary new words:</p> <p>General English: <i>Tiếng Anh phổ thông</i> Intensive English: <i>Tiếng Anh cấp tốc</i> International Business English: <i>Tiếng Anh Thương mại Quốc tế</i> Passport number: <i>số Hộ chiếu</i></p> <p>Call on some pairs to act out the dialogue in front of the class.</p> <p>Have Ss fill in the form individually.</p> <p>Note that there is not enough information to fill in the form.</p> <p>Call on some Ss to write the information they have filled on the board.</p> <p>Check in front of the class as a whole.</p>	Whole class and Individual work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Give correct answers:</p> <div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;">INTERNATIONAL SCHOOL OF ENGLISH REGISTRATION FORM</p> <p>Personal Details</p> <ul style="list-style-type: none"> - Family name: Tran - First name: Linh - Date of birth: - Home address: 555, Nguyen Chi Thanh, Da Nang - Home country: Vietnam - Telephone: 05-8356111 - Fax: - E-mail: - Sex: M <input checked="" type="checkbox"/> F <input type="checkbox"/> - Occupation: - Passport number: <p>Course Details</p> <ul style="list-style-type: none"> - Check (✓) the course you are interested in: <input type="checkbox"/> General English <input type="checkbox"/> Intensive English <input type="checkbox"/> International Business English <input type="checkbox"/> Academic English Course (School) <input checked="" type="checkbox"/> TOEFL <input type="checkbox"/> IELTS <input type="checkbox"/> TOEIC ... <p style="text-align: right;">Signature</p> </div>	
25'	<p style="text-align: center;">WHILE-WRITING</p> <p>Ask Ss to read the text independently and complete the questionnaire with information about Nguyen Thi.</p>	Individual work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Tell Ss to read the questionnaire carefully to write the needed information.</p> <p>Have Ss cross check the questionnaire.</p> <p>Feedback and give suggested answers:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">PHU DONG LANGUAGE CENTER</p> <p>Name : <i>Nguyen Thi</i></p> <p>Date of birth : <i>October 21, 1990</i></p> <p>Why do you take this course?</p> <p><i>I want to improve my English because I want to study in an English-speaking country.</i></p> <p>How long have you learned English : <i>5 years</i></p> <p>Which language (s) can you speak? <i>Vietnamese and English</i></p> </div>	
25'	<p style="text-align: center;">POST-WRITING</p> <p>Give each S a Registration Form.</p> <p>(Ts can have the form in the book copied and then give Ss.)</p> <p>Ask them to fill in the blanks with their own information.</p> <p>Call on some Ss to give a short talk about themselves by using the information they have filled.</p> <p>Make necessary comments and corrections.</p> <p>Suggested answers:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">INTERNATIONAL SCHOOL OF ENGLISH</p> <p style="text-align: center;">REGISTRATION FORM</p> <p>Personal Details</p> <p>– Family name: Nguyen</p> <p>– First name: Viet Anh</p> </div>	Individual work and Pair work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<ul style="list-style-type: none"> – Date of birth: 21/1/1991 – Home address: 24, Nguyen Trai, Ha Noi – Home country: Vietnam – Telephone: 04–8544488 – Fax: – E–mail: vietanh_nguyen@yahoo.com – Sex: M <input checked="" type="checkbox"/> F <input type="checkbox"/>. – Occupation: Student – Passport number: – ID number: 154744108 <p>Course Details</p> <ul style="list-style-type: none"> – <i>Check the course you are interested in:</i> <input type="checkbox"/> General English <input type="checkbox"/> Intensive English <input type="checkbox"/> International Business English <input type="checkbox"/> Academic English Course (School) <input checked="" type="checkbox"/> TOEFL <input type="checkbox"/> IELTS <input type="checkbox"/> TOEIC ... <p style="text-align: right;">Signature</p>	
5'	<p style="text-align: center;">WRAPPING</p> <p>Summarize the main points. Assign homework.</p>	Whole class

Supplements

Further reading on international tests

TOEFL

The Test Of English as a Foreign Language (or TOEFL, pronounced "toe–full", or sometimes just "toffle") evaluates the potential success of an

individual to use and understand Standard American English at a college level. It is required for non-native applicants at many American and English-speaking colleges and universities. A TOEFL score is valid for 2 years, and then is deleted from the official database.

The TOEFL is administered worldwide by Educational Testing Service (ETS). The test was first administered 1964 and has since been taken by nearly 20 million students.

IELTS

***International English Language Testing System (IELTS)** is a test of English language proficiency. It is jointly managed by **University of Cambridge ESOL Examinations, British Council and IDP Education Australia**. Candidates may choose either the Academic Module or the General Training Module:*

- The Academic Module is intended for those who wish to enroll in universities and other institutions of higher education.*
- The General Training Module is intended for those planning to undertake non-academic training or to gain work experience, or for immigration purposes.*

IELTS is accepted by most Australian, British, Canadian, Irish, New Zealand and South African academic institutions, by an increasing number of academic institutions in the USA, and by various professional organisations. It is also a requirement for migration to Canada.

The IELTS incorporates the following features:

- A variety of accents and writing styles are presented in text in order to minimise linguistic bias. The test focuses on "International English", which includes British English, American English and other varieties. But the TOEFL only concerns North American English. The results are therefore considered more authoritative than TOEFL by some people and organizations (especially the ones outside the United States).*
- IELTS tests the ability to speak, read, listen and write in English.*
- Two test formats can be chosen from – Academic and General Training.*
- Band scores are used for each language sub-skill (Speaking, Listening, Reading and Writing). The Band Scale ranges from 1 ("Non User") to 9 ("Expert User").*

TOEIC

Test of English for International Communication (TOEIC) measures the ability of non-native English-speaking people to use English in everyday work activities. The TOEIC was developed by the ETS (Educational Testing Service) in the USA following a request from the Japanese Ministry of Foreign Trade and Industry (MITI). There are an estimated 3 million test takers per year.

The TOEIC test is a two-hour multiple-choice test that consists of 200 questions divided into 100 questions each in listening comprehension and reading comprehension. Each candidate receives independent marks for written and oral comprehension on a scale from 5 to 495 points. The total score adds up to a scale from 10 and 990 points. The TOEIC certificate exists in five colours, corresponding to achieved results: orange (10–215), brown (220–465), green (470–725), blue (730–855) and gold (860–990).

In Greece, TOEIC is accepted by ASEP, the organisation which is responsible for hiring new employees to work for the government.

SAT

The SAT (pronounced "S-A-T") Reasoning Test, formerly called the Scholastic Aptitude Test and Scholastic Assessment Test, is a type of standardized test frequently used by colleges and universities in the United States to aid in the selection of incoming students. In the U.S., the SAT is administered by the private College Board, and is developed, published, and scored by the Educational Testing Service (ETS).

PERIOD 8 (Language Focus)

I. Aim

Identifying adjectives used as nouns

Revision of the Past Simple and the Past Perfect

II. Objectives

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

- distinguish the adjective with the adjective when it is used as a noun.

- say the difference between the Past Simple and the Past Perfect and use them appropriately.

III. Materials

Textbook, whiteboard markers,...

IV. Anticipated problems

Ss may find it confusing when using the Past Simple and the Past Perfect tense .

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>															
10'	<p style="text-align: center;">WARM-UP</p> <p>Jumbled Words Divide the class into small groups. Give each group one card containing 10 words whose letters are jumbled. (All the words are about disabled people) Ask Ss to rearrange the letters to make good words. The group which finishes the task first with the most correct words will be the winner. E.g:</p> <table style="margin-left: 40px;"> <tr> <td>1. <i>lbndi</i></td> <td>→</td> <td><i>blind</i></td> </tr> <tr> <td>2. <i>feda</i></td> <td>→</td> <td><i>deaf</i></td> </tr> <tr> <td>3. <i>umte</i></td> <td>→</td> <td><i>mute</i></td> </tr> <tr> <td>4. <i>ursgtese</i></td> <td>→</td> <td><i>gestures</i></td> </tr> <tr> <td>5. ...</td> <td></td> <td></td> </tr> </table>	1. <i>lbndi</i>	→	<i>blind</i>	2. <i>feda</i>	→	<i>deaf</i>	3. <i>umte</i>	→	<i>mute</i>	4. <i>ursgtese</i>	→	<i>gestures</i>	5. ...			Group work
1. <i>lbndi</i>	→	<i>blind</i>															
2. <i>feda</i>	→	<i>deaf</i>															
3. <i>umte</i>	→	<i>mute</i>															
4. <i>ursgtese</i>	→	<i>gestures</i>															
5. ...																	
5'	<p style="text-align: center;">WORD STUDY</p> <p style="text-align: center;">PRESENTATION 1</p> <p>The + adjective Explicit the use of <i>The + adjective</i> by analyzing the example:</p>	Whole class															

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>										
	<p>The young have the future in their hands.</p> <p>The young = young people</p> <p>We use the + adjective to describe a group of people as a whole: e.g. <i>the blind, the rich, the poor</i>. So <i>the rich</i> means a group of people who are all rich.</p> <p>These adjectives are followed by a plural verb.</p>											
5'	<p style="text-align: center;">PRACTICE 1</p> <p>Ask Ss to do exercise a). Write N in the blanks if the blind is a noun, and A if it is an adjective.</p> <p>Have Ss explain their answers.</p> <p>Remind Ss that adjectives go before nouns and adjectives used as nouns when they go with the.</p> <p>Give correct answers:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">1. <i>A</i></td> <td style="text-align: center;">2. <i>N</i></td> </tr> <tr> <td style="text-align: center;">3. <i>A</i></td> <td style="text-align: center;">4. <i>N</i></td> </tr> </table>	1. <i>A</i>	2. <i>N</i>	3. <i>A</i>	4. <i>N</i>	Individual work						
1. <i>A</i>	2. <i>N</i>											
3. <i>A</i>	4. <i>N</i>											
5'	<p style="text-align: center;">PRACTICE 2</p> <p>Tell Ss to work in pairs and select proper word to complete each sentence.</p> <p>Ask Ss to read the sentences carefully and have a guess of the needed words.</p> <p>Call on some Ss to read the answers aloud in front of the class.</p> <p>Feedback and give correct answers:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">1. <i>The old</i></td> <td style="text-align: center;">2. <i>old</i></td> </tr> <tr> <td style="text-align: center;">3. <i>the young</i></td> <td style="text-align: center;">4. <i>young</i></td> </tr> <tr> <td style="text-align: center;">5. <i>brave</i></td> <td style="text-align: center;">6. <i>The brave</i></td> </tr> <tr> <td style="text-align: center;">7. <i>disabled</i></td> <td style="text-align: center;">8. <i>The disabled</i></td> </tr> <tr> <td style="text-align: center;">9. <i>dead</i></td> <td style="text-align: center;">10. <i>The deaf</i></td> </tr> </table>	1. <i>The old</i>	2. <i>old</i>	3. <i>the young</i>	4. <i>young</i>	5. <i>brave</i>	6. <i>The brave</i>	7. <i>disabled</i>	8. <i>The disabled</i>	9. <i>dead</i>	10. <i>The deaf</i>	Pair work
1. <i>The old</i>	2. <i>old</i>											
3. <i>the young</i>	4. <i>young</i>											
5. <i>brave</i>	6. <i>The brave</i>											
7. <i>disabled</i>	8. <i>The disabled</i>											
9. <i>dead</i>	10. <i>The deaf</i>											

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>				
5'	<p style="text-align: center;">GRAMMAR PRESENTATION 2</p> <p>Revision of the past simple and the past perfect</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Past simple</th> <th style="width: 50%; text-align: center;">Past perfect</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>The Past simple is used to express a finished action in the past.</p> <p>E.g: <i>When I got to the party, Nam went home.</i></p> <p>(= After I arrived, Nam left.)</p> </td> <td style="vertical-align: top;"> <p>The Past perfect is used to make clear that one action in the past happened before another action in the past.</p> <p>E.g: <i>When I got to the party, Nam had gone home.</i></p> <p>(= before I arrived, Nam left.)</p> </td> </tr> </tbody> </table>	Past simple	Past perfect	<p>The Past simple is used to express a finished action in the past.</p> <p>E.g: <i>When I got to the party, Nam went home.</i></p> <p>(= After I arrived, Nam left.)</p>	<p>The Past perfect is used to make clear that one action in the past happened before another action in the past.</p> <p>E.g: <i>When I got to the party, Nam had gone home.</i></p> <p>(= before I arrived, Nam left.)</p>	Whole class
Past simple	Past perfect					
<p>The Past simple is used to express a finished action in the past.</p> <p>E.g: <i>When I got to the party, Nam went home.</i></p> <p>(= After I arrived, Nam left.)</p>	<p>The Past perfect is used to make clear that one action in the past happened before another action in the past.</p> <p>E.g: <i>When I got to the party, Nam had gone home.</i></p> <p>(= before I arrived, Nam left.)</p>					
5'	<p style="text-align: center;">PRACTICE 3</p> <p>Ask Ss to work in pairs and put the verbs in parentheses into the correct form.</p> <p>Call on some Ss to explain their answers in front of the class.</p> <p>Check the exercise in front of the class as a whole.</p> <p>Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>had Helen Keller learned</i> 2. <i>was</i> 3. <i>tapped out</i> 4. <i>had learned</i> 5. <i>was</i> 6. <i>could</i> 7. <i>did (she) learn</i> 8. <i>was</i> 	Pair work				

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
5'	<p style="text-align: center;">PRACTICE 4</p> <p>Set the scene</p> <p><i>You now read part of the letter that Mai wrote to Lee, her pen pal in Korea, fill in the blanks with the correct forms of the verbs in the box. One verb can be used twice.</i></p> <p>Ask Ss to read the letter carefully before doing the task.</p> <p>Have Ss do this exercise individually.</p> <p>Let Ss compare and discuss their answers with a friend.</p> <p>Call on some Ss to read aloud the completed letter.</p> <p>Ask for comments from other Ss.</p> <p>Make necessary corrections regarding Ss' pronunciation and intonation.</p> <p>Explain necessary vocabulary: school principal: <i>hiệu trưởng</i> briefing: <i>buổi họp báo</i> auditorium: <i>thính phòng, phòng thính giả</i> touched: <i>xúc động</i> competent: <i>thành thạo, giỏi</i> handicrafts: <i>môn thủ công</i></p> <p>Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>visited</i> 2. <i>had informed</i> 3. <i>had planned</i> 4. <i>arrived</i> 5. <i>showed</i> 6. <i>took</i> 7. <i>had</i> 8. <i>were</i> 9. <i>told</i> 10. <i>had been</i> 	Individual work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
5'	<p style="text-align: center;">PRACTICE 5</p> <p>Ask Ss to complete the sentences by using the verbs in the past simple or the past perfect.</p> <p>Encourage Ss to write their own sentences.</p> <p>Note that the sentences must be grammatically correct and make sense.</p> <p>Call on some Ss to read aloud their answers in front of the class.</p> <p>Note: Ss' answers may vary. Comment on Ss' and accept them if they make sense.</p> <p>Give suggested answers:</p> <ol style="list-style-type: none"> 1. <i>When I was young I often went to the local public library to read picture books.</i> 2. <i>Hellen Keller was a gifted and patient woman who had the courage to overcome her disabilities to be a successful and helpful person at her time.</i> 3. <i>The guest speaker gave a talk after he had been introduced by the principal of Nguyen Dinh Chieu Special School for the Blind.</i> 4. <i>He had been at this special school before 1990.</i> 5. <i>After he had finished middle school in his town, he moved to a big city and studied in a renowned high school.</i> 	Pair work

CONSOLIDATION 1

Unit 1 - 4

Answers to consolidation 1

LISTENING COMPREHENSION

a)

1. 1831.
2. Between 3 and 21.
3. Yes, there are.

b)

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

Tapescript

a)

The New York Institute for Special Education (NYISE)

This institute used to be a school for the blind only. It was established in 1831, about five years after Louis Braille had developed his system of writing for the blind. In fact, it was one of the first places in the United States to offer education to children who are blind or learning disabled.

Students between the ages of 3 and 21 can study at the New York Institute for Special Education. They attend as either day students or weekly boarders. If students choose the latter, they go home every weekend. Recreational activities, career guidance, and counseling are all organized for students by the Institute.

New words:

Boarders: *sinh viên nội trú*

Recreational activities: *hoạt động giải trí*

Career guidance: *định hướng nghề nghiệp*

Counseling: *tư vấn*

b)

1

Man : Computer science is becoming an overcrowded field.

Woman : Yes, I think so

Question : *What does the man mean?*

2

Man: What did you do last weekend?

Woman: I did my homework on Saturday and on Sunday I played computer games

Question : *What did he woman do on Sunday?*

3

Woman : I can't get my computer printer to work.

Man : Is it still plugged in?

Question: *What does the man imply?*

4

Woman : Deaf-mute kids are taught how to make cards and do embroidery.

Man : Oh! Really?

Question : *Why was the man surprised?*

5

Man : What do you do?

Woman : I'm a student right now; I'm working part-time at Diamond Plaza . I'll have my teaching certificate next year.

Question : *What does the woman want to do in the future?*

VOCABULARY

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

New words:

gain admission: *được nhận vào trường Đại học*

be awarded with: *được trao cái gì*

chances of promotion: *cơ hội thăng tiến*

lay the foundation: *đặt nền móng*

gifted students: *học sinh giỏi*

registration fee: *lệ phí đăng ký*

annual bonus: *tiền thưởng hàng năm*

lasting friendship: *tình bạn bền lâu*

GRAMMAR AND STRUCTURE

a)

1. Have you ever heard; became
2. invented; was; developed
3. was Pasteur appointed; received/ had received
4. did the Curies 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

b)

- | | |
|-------------------------|-------------|
| 11. working | 16. going |
| 12. reading | 17. to come |
| 13. to keep | 18. to lock |
| 14. dancing and singing | 19. to take |
| 15. playing; to buy | 20. buying |

READING

a)

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1. F 2.T 3.F 4.T 5.T 6.F

b)

1. Audiotapes, videotapes, computers, etc
2. Doing simple tasks such as picking out an appropriate block, using the phone, or buying a loaf of bread, etc.
3. Special education teachers.
4. Special education schools.

New words:

ordinary teacher: *giáo viên bình thường*

speech or hearing impairments: *câm hoặc khiếm thính*

mental problems: *vấn đề về thần kinh*

moved to tears: *xúc động rơi nước mắt*

work loads: *khối lượng công việc*

(See Appendix 2 for sample translation)

WRITING

A young man talked to an old librarian. He wanted to find a book about Greek history which the librarian persuaded him to borrow the previous week. The old librarian felt very happy and proud because people rarely take her recommendations. However, the young man explained that he didn't find it interesting. He met a girl on the bus and wrote her phone number in the book. He needed the book because he wanted to phone her.

Unit 5

TECHNOLOGY

PERIOD 1, 2 & 3 (Reading)

I. Aim

Reading about a typical day of a staff in a computer company

II. Objectives

By the end of the lesson, Ss will be able to be updated with a range of vocabulary about modern devices such as *scanner, microwave oven, blender,...*

III. Materials

Textbook, whiteboard markers,...

Real objects of modern devices

IV. Anticipated problems

Ss may not be familiar with the modern devices in the lesson.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
15'	<p style="text-align: center;">WARM-UP</p> <p>Matching</p> <p>Ask Ss to work in groups and match the objects with their names.</p> <p><i>Note:</i> If Ss have difficulty, ask Ss to look at the pictures and say their names in Vietnamese then provide English equivalents.</p> <p>Go around the class and provide help when necessary.</p>	Group work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
15'	<p>Call on some Ss to read the answers aloud in front of the class.</p> <p>Feedback and give correct answers:</p> <p>1. <i>g</i> 6. <i>e</i> 2. <i>f</i> 7. <i>d</i> 3. <i>a</i> 8. <i>j</i> 4. <i>h</i> 9. <i>i</i> 5. <i>c</i> 10. <i>b</i></p> <p>Give Vietnamese equivalents for the objects: a CT scanner (computed tomography scanner): <i>máy chụp cắt lớp</i> a microwave oven: <i>lò vi sóng</i> an air conditioner: <i>máy điều hòa</i> a computer: <i>máy vi tính</i> a washing machine: <i>máy giặt</i> a blood pressure monitor: <i>máy đo huyết áp điện tử</i> a digital audio player: <i>máy nghe nhạc kỹ thuật số</i> a vacuum cleaner: <i>máy hút bụi</i> a blender: <i>máy xay sinh tố</i> a digital camera: <i>máy chụp ảnh kỹ thuật số</i> (See Supplements for more information about these modern devices)</p> <p>Pair Discussion</p> <p>Ask Ss to work with a partner to answer the question: <i>In what way do the devices above help people?</i></p> <p>Write the names of the modern devices next to their uses.</p> <p>Go around the class and provide help when necessary.</p> <p>Call on some Ss to explain their answers in front of the class.</p>	Pair work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>																
	<p>Feedback and give further background information about the devices.</p> <p>Give correct answers:</p> <table border="1"> <thead> <tr> <th>Uses</th> <th>Devices</th> </tr> </thead> <tbody> <tr> <td>For entertainment</td> <td>digital audio player, computer</td> </tr> <tr> <td>For storing data and images</td> <td>digital audio player, computer</td> </tr> <tr> <td>For recording data and images</td> <td>digital camera, computer</td> </tr> <tr> <td>For cleaning and washing</td> <td>washing machine, vacuum cleaner</td> </tr> <tr> <td>For preparing and cooking food</td> <td>microwave oven, blender</td> </tr> <tr> <td>For medical diagnosis</td> <td>CT scanner, blood pressure monitor</td> </tr> <tr> <td>For keeping the air cool</td> <td>air conditioner</td> </tr> </tbody> </table> <p><i>Note:</i> For better classes, let Ss discuss the uses of the modern devices more freely and give them a chance to express their own ideas on the topic.</p> <p>Ask Ss to work with another partner and answer the question:</p> <p><i>Do you think people's lives can be enjoyable and comfortable with modern equipment?</i></p> <p>Encourage Ss to give the reasons for their answers.</p> <p>Give suggested answers:</p>	Uses	Devices	For entertainment	digital audio player, computer	For storing data and images	digital audio player, computer	For recording data and images	digital camera, computer	For cleaning and washing	washing machine, vacuum cleaner	For preparing and cooking food	microwave oven, blender	For medical diagnosis	CT scanner, blood pressure monitor	For keeping the air cool	air conditioner	
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<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>The reasons why modern equipment can make our lives enjoyable and comfortable</p> <ul style="list-style-type: none"> • <i>Modern equipment can make our life more enjoyable and comfortable as it helps entertain us (e.g TV, DVD recorder....) or lighten our work (e.g . vacuum cleaner, washing machine, air conditioner....)</i> • <i>Modern equipment can make our life more comfortable, but not more enjoyable. We become dependent on modern equipment. For example, we cannot work properly when the power is off, and the computer, the fax machine, and other machines stop working</i> 	
20'	<p style="text-align: center;">PRE-READING</p> <p>Vocabulary pre-teach</p> <p>maid robot (n): <i>a robot which helps with housework (rô bắt giúp việc)</i></p> <p>multifunctional machine (n): <i>a machine which can do many tasks (máy đa chức năng)</i></p> <p>tester (n): <i>a machine which measures the values of the body such as blood pressure, cholesterol,...(máy kiểm tra)</i></p> <p>LCD screen (n): <i>Liquid Crystal Display screen (màn hình tinh thể lỏng)</i></p> <p>slip of paper (n): <i>mảnh, mẫu giấy</i></p> <p>smart refrigerator (n): <i>tủ lạnh thông minh</i></p> <p>browse the Web (v): <i>access the Internet, wandering on the Internet (lướt Web)</i></p> <p>CPU (n): <i>Central Processing Unit (đơn vị vi xử lí)</i></p>	Whole class and Pair work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>														
	<p>Checking technique</p> <p>Matching</p> <p>Break the words into 2 parts and tell Ss to close the book.</p> <p>Ask Ss to work in pairs and match the word in A with the one in B to make new words they have learned.</p> <table border="1"> <thead> <tr> <th>A</th> <th>B</th> </tr> </thead> <tbody> <tr> <td>1. maid</td> <td>a. the Web</td> </tr> <tr> <td>2. multifunctional</td> <td>b. refrigerator</td> </tr> <tr> <td>3. smart</td> <td>c. Processing Unit</td> </tr> <tr> <td>4. browse</td> <td>d. Crystal Display</td> </tr> <tr> <td>5. Central</td> <td>e. Robot</td> </tr> <tr> <td>6. Liquid</td> <td>f. Machine</td> </tr> </tbody> </table> <p>Answers:</p> <p>1. e 2. f 3. b</p> <p>4. a 5. c 6. d</p>	A	B	1. maid	a. the Web	2. multifunctional	b. refrigerator	3. smart	c. Processing Unit	4. browse	d. Crystal Display	5. Central	e. Robot	6. Liquid	f. Machine	
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10'	<p style="text-align: center;">WHILE-READING</p> <p>Task 1 - Titling</p> <p>Ask Ss to read the passage individually and choose the best title for it.</p> <p>Encourage Ss to skim the passage for the main ideas and decide the best title.</p> <p>Note Ss that the title must represent the whole passage.</p> <p>Call on some Ss to give the answers in front of the class.</p> <p>Feedback and give correct answer:</p> <p>2. <i>Living with Modern Technology</i></p>	Individual work														
20'	<p>Task 2 - Answering Questions</p> <p>Have Ss work in pairs and read the passage again to answer the questions.</p>	Pair work														

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
20'	<p>Ask Ss to underline the information in the passage that provides the answers.</p> <p>Let Ss discuss the answers with another pair.</p> <p>Call on some Ss to explain their answers in front of the class.</p> <p>Make necessary comments and corrections.</p> <p>Give the correct answers:</p> <ol style="list-style-type: none"> 1. <i>It's a machine that serves many purposes, i.e. the device that Ben uses can brush his teeth, clean his face, and comb his hair.</i> 2. <i>Ben's health values are taken so that the fridge can prepare the meals suitable for his health.</i> 3. <i>He browses the Web.</i> 4. <i>He feels envious of all the modern technology Ben's enjoying.</i> 5. <i>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</i> <p>Task 3 - Finding implied meanings</p> <p>Tell Ss to read the passage again and interpret the sections after or between dashes. Choose the appropriate implied meanings given in the box and then write them on the blanks. Implied meanings:</p> <ul style="list-style-type: none"> – the writer's comment or attitude – apposition to nouns; referring to the previous noun – an explanation <p><i>Note:</i> This is a new kind of exercise so Ss may find it difficult to do. Further explanation or help is necessary.</p> <p>Tell Ss to put the "sections" in the context to understand their meanings.</p>	Whole class

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Call on some Ss to explain their answers in front of the class.</p> <p>Feedback and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>explanation (explaining why my parent were not as lucky as I am)</i> 2. <i>apposition (giving more information about Rosa; referring to Rosa)</i> 3. <i>apposition (giving more information about Bob; referring to Bob)</i> 4. <i>explanation (explaining why I need to have my health values checked before my breakfast is prepared)</i> 5. <i>comment (giving a comment to show the writer's surprise at the "backward" computer)</i> 	
30'	<p style="text-align: center;">POST-READING</p> <p>Group Discussion</p> <p>Ask Ss to work in groups and discuss the question: <i>Do you think Ben's life enjoyable? Why or why not?</i></p> <p>Encourage Ss to find ideas supporting their answers.</p> <p><i>Note:</i> Ss may answer YES or NO but they must give reasons for their answers.</p> <p>Call on some Ss to explain their answers in front of the class.</p> <p>Feedback and give suggested answers:</p> <ul style="list-style-type: none"> - <i>Ben's life is enjoyable with modern machines to make his life comfortable and easy. Ben's always in good health because his meals are very well-prepared to suit his health conditions.</i> - <i>Ben's life is not enjoyable. In fact, he's very lonely. Living among modern technology is boring.</i> 	Group work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
5'	<p style="text-align: center;">WRAPPING</p> <p>Summarize the main points.</p> <p>Assign homework.</p>	Whole class

Supplements

Reading

Further reading about modern appliances

*Computed tomography (CT), originally known as **computed axial tomography (CAT or CT scan)** and **body section roentgenography**, is a medical imaging method employing tomography where digital geometry processing is used to generate a three-dimensional image of the internals of an object from a large series of two-dimensional X-ray images taken around a single axis of rotation. The word "tomography" is derived from the Greek *tomos* (slice) and *graphia* (describing). CT produces a volume of data which can be manipulated, through a process known as windowing, in order to demonstrate various structures based on their ability to block the x-ray beam. Although historically (see below) the images generated were in the axial or transverse plane (orthogonal to the long axis of the body), modern scanners allow this volume of data to be reformatted in various planes or even as volumetric (3D) representations of structures.*

*A **microwave oven**, or **microwave**, is a kitchen appliance employing microwave radiation primarily to cook or heat food. Microwave ovens have revolutionized food preparation since their use became widespread in the 1970s. However many chefs find microwave ovens to be of limited usefulness because the Maillard reactions cannot occur due to the temperature range.*

*A **blender** is a kitchen appliance used to blend ingredients or puree food. The term typically refers to a stationary, upright electrical device, which is to be distinguished from a hand-powered or electric mixer that may be used for similar purposes.*

*A **digital camera** is an electronic device used to capture and store photographs electronically instead of using photographic film like conventional cameras.*

Modern compact digital cameras are typically multifunctional, with some devices capable of recording sound and/or video as well as photographs. In the Western market, digital cameras now outsell their 35 mm film counterparts.

*A **vacuum cleaner** is a device that uses an air pump to create a partial vacuum to suck up dust and dirt, usually from carpeted floors. Most homes with carpeted floors in developed countries possess a domestic vacuum cleaner for cleaning. The dirt is collected by a filtering system or a cyclone for later disposal.*

*A **washing machine** is a machine designed to clean laundry, such as clothing, towels and sheets. The term is generally applied only to machines that use water as the primary cleaning solution, as opposed to dry cleaning (which uses alternative cleaning fluids, and is generally performed by specialist businesses) or even ultrasonic cleaners.*

*A **digital audio player** (DAP) is a device that stores, organizes and plays digital music files. It is more commonly referred to as an **MP3 player** (because of that format's ubiquity), but DAPs often play many additional file formats. Some formats are proprietary, such as Windows Media Audio (WMA), and, to a degree, MP3. Some of these formats also may incorporate restrictive digital rights management (DRM) technology, such as WMA DRM, which are often part of certain paid download sites. Other formats are completely patent-free or otherwise open, such as Ogg Vorbis, FLAC, Speex (all part of the Ogg open multimedia project), and Module file formats.*

PERIOD 4 (Listening)

I. Aim

Listening for information on how to operate a digital camera

II. Objectives

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

- know how to use a digital camera.
- improve listening skill through Ordering exercise and related vocabulary.

III. Materials

Textbook, cassette, whiteboard markers,...

A real digital camera

IV. Anticipated problems

Ss may have difficulty in understanding some technical terms such as *lens*, *zoom*,...

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<p style="text-align: center;">WARM-UP</p> <p>Chatting</p> <p>Ask Ss to work in groups and discuss the questions: <i>How often do you take photos? On which occasions?</i> <i>Have you ever used a digital camera? / Have you ever had your photos taken by a digital camera?</i> <i>How is a digital camera different from a camera?</i></p> <p>Gather ideas and introduce the listening.</p>	Group work
10'	<p style="text-align: center;">PRE-LISTENING</p> <p>Ask Ss to look at the pictures of the digital camera in the book and make sure Ss understand different parts that are numbered from 1 to 6.</p> <p>Have Ss work in pairs and name different parts of a digital camera by using the words and phrases in the box.</p> <p>Encourage Ss to have a guess if they do not know the words in the box.</p> <p>Give correct answers:</p> <ol style="list-style-type: none">1. <i>shutter button (a button to start the recording of images)</i>2. <i>lens (where images are received)</i>	Pair work

Time	Steps	Work arrangement
	<p>3. <i>mode dial</i> (a button to select the way a picture can be taken . e. g automatic, manual, indoors, outdoors,.....)</p> <p>4. <i>power button</i> (a button to start the camera)</p> <p>5. <i>zoom button</i> (a button to enlarge or reduce the size of the image to be taken)</p> <p>6. <i>LCD</i> (screen where the image is seen)</p> <p>Provide Vietnamese equivalents of these words: shutter button: nút mở đóng lá chắn sáng để ghi hình lens: ống kính mode dial: nút điều chỉnh, chọn chế độ chụp power button: nút bật nguồn zoom button: nút phóng to, thu nhỏ hình ảnh LCD screen: màn hình tinh thể lỏng</p>	
7'	<p style="text-align: center;">WHILE-LISTENING</p> <p>Task 1 - Ordering</p> <p>Set the scene:</p> <p><i>Lisa is asking John how to use a digital camera. Listen to their conversation and put the pictures in the order of the steps John suggests.</i></p> <p>Tell Ss to study the pictures carefully and have a guess of the order of the steps.</p> <p>Give explanation for each picture:</p> <p><i>Picture a: hold camera firmly, position the dog in LCD screen, press zoom button.</i></p> <p><i>Picture b: press shutter button fully down, hear click sound, image has been recorded</i></p> <p><i>Picture c: select automatic mode, turn power button on</i></p> <p><i>Picture d: press shutter button half way down, hear beep sound</i></p>	Whole class and Individual work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
8'	<p>Play the tape more than once if necessary.</p> <p>Ask Ss to compare their answers with a friend.</p> <p>Call on some Ss to write the answers on the board.</p> <p>Check the answers in front of the class as a whole.</p> <p>Give correct answers:</p> <p><i>1.c 2.a 3.d 4.b</i></p> <p>Task 2 - Answering Questions</p> <p>Ask Ss to listen to the tape again and answer the questions.</p> <p>Encourage Ss to write the answers quickly while listening to the tape.</p> <p>Play the tape several times if necessary.</p> <p>Call on some Ss to give their answers in front of the class.</p> <p>Make necessary corrections.</p> <p>Give correct answers:</p> <ol style="list-style-type: none"> <i>1. Her father.</i> <i>2. A dog.</i> <i>3. John advises Lisa to hold the camera firmly with both hands and position the dog in LCD screen.</i> <i>4. The sound click is heard.</i> <p>Tapescript</p> <p><i>Lisa : Look, John. Isn't it wonderful?</i></p> <p><i>John: Wow! Your new digital camera! Where did you get it?</i></p> <p><i>Lisa: A present from my father. But I don't know how to use it. Can you help me?</i></p> <p><i>John: Sure.... Let me see....</i></p> <p><i>Lisa: I just want to know how to shoot photos..... the simplest way!</i></p>	Individual work

Time	Steps	Work arrangement
	<p><i>John: OK. So you have to select the automatic mode. See the mode dial here?</i></p> <p><i>Lisa : The round button ? Got it</i></p> <p><i>John: Make sure to turn the power button on See the dog over there?</i></p> <p><i>Lisa : Yeah. Let's take its photo.</i></p> <p><i>John: OK. Hold the camera firmly with both hands and position the dog in the LCD screen, remember to press the zoom button to enlarge or reduce the size of the picture.</i></p> <p><i>Lisa: Zoom button..... Right. Go on.</i></p> <p><i>John: See the small round button in the middle of the mode dial?</i></p> <p><i>Lisa : Yeah.</i></p> <p><i>John: It's the shutter button. Press it half way down. Just half way, and you'll hear a beep sound. The camera's getting its focus.</i></p> <p><i>Lisa: Oh, I see... the light for the auto focus is on!</i></p> <p><i>John: That's right. Now you just press the shutter button again, fully down this time.</i></p> <p><i>Lisa : Press it fully down. I hear a click sound.</i></p> <p><i>John: Yes. And the image has been recorded.</i></p> <p><i>Lisa: Great. Thanks John. Now you stand near the window. I'll take your photo.</i></p>	
10'	<p style="text-align: center;">POST-LISTENING</p> <p>Mini Presentation</p> <p>Ask Ss to work in pairs and look at the pictures again to tell their partner how to take photos.</p> <p>Go around the class and provide help when necessary.</p> <p>Call on some Ss to make a mini talk on the topic in front of the class.</p>	Pair work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Ask for comments from other students.</p> <p>Make necessary corrections regarding pronunciation and intonation.</p> <p>Suggested answers:</p> <p><i>To take a photo, first you have to select the automatic mode and turn the power button on. Then hold the camera firmly with both hands and position the dog in the LCD screen. You may press the zoom button to enlarge or reduce the size of the picture. Now press the shutter button half way down and you'll hear a beep sound. Finally, press the shutter button again fully down. You'll hear a click sound. This means the image has been recorded.</i></p>	
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarize the main points.</p> <p>Assign homework.</p>	Whole class

Supplements

Exercise

Match the words in A with the words in B to make different parts of a digital camera

A	B
1. power	a. screen
2. mode	b. button
3. LCD	c. mode
4. automatic	d. dial

Answers:

- | | |
|------|------|
| 1. b | 2. d |
| 3. a | 4. c |

PERIOD 5 (Speaking)

I. Aim

Giving opinions

II. Objectives

By the end of the lesson, Ss will be able to give opinions on certain topics by using useful structures such as *To my mind, In my opinion, I believe,...*

III. Materials

Textbook, whiteboard markers,...

IV. Anticipated problems

Ss may not know how to use structures to give opinions effectively.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<p style="text-align: center;">WARM-UP</p> <p>What is your most favorite modern equipment? Ask Ss to work in groups and talk about their most favorite modern equipment. Suggested questions: <i>What is your most favorite modern equipment?</i> <i>How often do you use it?</i> <i>What do you like best about it?</i> <i>Which device do you hate? Why?</i> ...</p>	Group work
5'	<p style="text-align: center;">PRE-SPEAKING</p> <p>Useful structures Set the scene <i>Nam and his friends are talking about modern equipment. Complete the blanks with the words in the box.</i></p>	Pair work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Ask Ss to do the task in pairs.</p> <p>Call on some Ss to read the completed sentences aloud in front of the class.</p> <p>Feedback and give correct answers:</p> <p><i>Nam: In my opinion,.....</i></p> <p><i>Hoa: I would say that.....</i></p> <p><i>Tuan : To my mind,....</i></p> <p><i>Peter: To my mind,.....</i></p> <p><i>Alice: As I see it,.....</i></p> <p><i>Nga :I would say</i></p> <p>Give more useful structures for giving opinions. (See Supplements for further information.)</p>	
15'	<p style="text-align: center;">WHILE-SPEAKING</p> <p>Ask Ss to work in pairs and talk about other kinds of devices, using the prompts in the book.</p> <p>Notice Ss to use the structures appropriately.</p> <p>Call on some Ss to give their opinions in front of the class.</p> <p>Make necessary corrections and comments.</p> <p>Give suggested answers:</p> <ol style="list-style-type: none"> 1. <i>(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 desk phone.</i> 2. <i>(I would say) the cell phone is very annoying when its users speak too loud in public.</i> 3. <i>(I believe that) the digital camera can record people's happy moments and friends' and relatives' images.</i> 4. <i>(To my mind,) the electronic calculator can help students do calculations quickly and accurately.</i> 	Pair work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>5. <i>(I would say that) the washing machine isn't suitable for ao dai's and men's suits.</i></p> <p><i>Note: Ss may use their own opinions in this activity.</i></p>	
15'	<p style="text-align: center;">POST-SPEAKING</p> <p>Group Discussion</p> <p>Have Ss work in groups and give opinions on other modern devices.</p> <p>Give a list suggested modern equipment:</p> <p><i>A blender</i></p> <p><i>A microwave oven</i></p> <p><i>An air conditioner</i></p> <p>...</p> <p>Go around the class and provide help when necessary.</p> <p>Call on some Ss to give opinions in front of the class.</p> <p>Feedback and give suggested answers:</p> <p><i>In my opinion, a blender is very useful as it helps to make fruit juice easily and make it taste better.</i></p> <p><i>I believe that a microwave oven is necessary especially in winter months. It keeps food warm and boils them in a very short time.</i></p> <p><i>I wouldn't say that an air conditioner is good for our life because it uses a lot of energy.</i></p> <p>...</p>	Group work
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarize the main points.</p> <p>Assign homework.</p>	Whole class

Supplements

Structures for asking and giving opinions

Asking someone's opinions

What do you think of...?

How do you feel about...?

What are your feelings about...?

What's your opinion of...?

Giving opinions

I think...

I don't think...

Personally, I think...

In my opinion,...

As far as I'm concerned,

PERIOD 6 & 7 (Writing)

I. Aim

Writing instructions

II. Objectives

By the end of the lesson, Ss will be able to write simple instructions on how to use some electrical devices such as *a vacuum cleaner, food blender,...*

III. Materials

Textbook, whiteboard markers,...

Real objects of a food blender or other devices

Overhead Projector

IV. Anticipated problems

Ss may not be familiar with the devices in the lesson.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>																				
10'	<p style="text-align: center;">WARM-UP</p> <p>Matching Ask Ss to work in groups and match the words in A with one in B to make good words about modern equipment.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">A</th> <th style="text-align: center;">B</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1. microwave</td> <td style="text-align: center;">a. camera</td> </tr> <tr> <td style="text-align: center;">2. air</td> <td style="text-align: center;">b. machine</td> </tr> <tr> <td style="text-align: center;">3. washing</td> <td style="text-align: center;">c. oven</td> </tr> <tr> <td style="text-align: center;">4. food</td> <td style="text-align: center;">d. conditioner</td> </tr> <tr> <td style="text-align: center;">5. vacuum</td> <td style="text-align: center;">e. blender</td> </tr> <tr> <td style="text-align: center;">6. digital</td> <td style="text-align: center;">f. cleaner</td> </tr> </tbody> </table> <p>Answers:</p> <table style="width: 100%;"> <tbody> <tr> <td style="text-align: center;">1. c</td> <td style="text-align: center;">2. d</td> </tr> <tr> <td style="text-align: center;">3. b</td> <td style="text-align: center;">4. e</td> </tr> <tr> <td style="text-align: center;">5. f</td> <td style="text-align: center;">6. a</td> </tr> </tbody> </table>	A	B	1. microwave	a. camera	2. air	b. machine	3. washing	c. oven	4. food	d. conditioner	5. vacuum	e. blender	6. digital	f. cleaner	1. c	2. d	3. b	4. e	5. f	6. a	Group work
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3. b	4. e																					
5. f	6. a																					
25'	<p style="text-align: center;">PRE-WRITING</p> <p>Explain necessary vocabulary sharp objects: <i>những vật sắc nhọn</i> plug > < unplug: <i>cắm phích điện > < rút phích cắm ra</i> clockwise > < counterclockwise: <i>theo chiều kim đồng hồ > < ngược chiều kim đồng hồ</i> cap: <i>nắp đậy</i></p> <p>Ordering</p> <p>Set the scene <i>Kim borrowed a vacuum cleaner from Carol, her roommate, who was away for a month. Carol left a note on how to use it. Put the sentences in the correct order.</i></p>	Whole class																				

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Ask Ss do the task in pairs.</p> <p>Call on some Ss to write the order on the board and tell Ss to insert the appropriate connectors in front of the sentences: <i>First,... Next,... Then,... Finally,...</i></p> <p>Check the answers in front of the class as a whole.</p> <p>Give the correct answers:</p> <ol style="list-style-type: none"> 1. <i>My vacuum cleaner is very easy to use.</i> 2. <i>First, don't forget to remove large or sharp objects from the floor to avoid damage to the machine</i> 3. <i>Next, plug in the unit and turn the power button on.</i> 4. <i>Then start cleaning the floor and furniture.</i> 5. <i>Finally, make sure to unplug the unit after use.</i> 	
30'	<p style="text-align: center;">WHILE-WRITING</p> <p>Ask Ss to work independently and write the instructions on how to use a food blender basing on the pictures and prompts in the book.</p> <p>Tell Ss to study the pictures carefully before writing.</p> <p>Have Ss exchange the writing and cross check.</p> <p>Call on some Ss to read the writing aloud in front of the class.</p> <p>Pick up some typical writings and use OHP to check in front of the class.</p> <p>Make necessary corrections regarding grammar and pronunciation.</p> <p>Give suggested answers:</p> <p><i>My blender is very easy to use.</i></p> <p><i>First, place the container on the base and turn it clockwise.</i></p>	Individual work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p><i>Next, put the food into the container and cover it with its cap.</i></p> <p><i>Make sure to plug in and select the slow speed button. Then press the higher speed button.</i></p> <p><i>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.</i></p> <p><i>Now press the slow speed button to mix the ingredients.</i></p> <p><i>Finally, press the stop button, unplug the machine, and turn the container counterclockwise to remove it from the base.</i></p>	
20'	<p style="text-align: center;">POST-WRITING</p> <p>Ask Ss to work independently or in pairs and write an instruction on how to use an air conditioner basing on the prompts:</p> <ol style="list-style-type: none"> 1. <i>The air conditioner / easy / use.</i> 2. <i>First / press power button / remote /control.</i> 3. <i>Select TEMPRATURE / UP /if / you /cold.</i> 4. <i>Select TEMPRATURE / DOWN if /you / hot.</i> 5. <i>Press / SWING / if / you /want /air / spread out / the room.</i> 6. <i>Not / forget / power /button/ turn / off.</i> <p>Answers:</p> <ol style="list-style-type: none"> 1. <i>The air conditioner is easy to use.</i> 2. <i>First, press the power button on the remote control to turn the air conditioner on.</i> 3. <i>Select TEMPRATURE and UP if you are cold.</i> 4. <i>Select TEMPRATURE and DOWN if you are hot.</i> 5. <i>Press SWING if you want the air to spread within the room.</i> 	Pair work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	6. <i>Don't forget to press the power button to turn the air conditioner off.</i>	
5'	<p style="text-align: center;">WRAPPING</p> <p>Summarize the main points.</p> <p>Assign homework.</p>	Whole class

Supplements

Game

Have Ss work in groups and play the game Jumbled Words about the modern equipment learned in Unit 5.

PERIOD 8 (Language focus)

I. Aim

Forming new words by using prefixes

Reviewing the Present Perfect passive and *Used to + base form of the verb*

II. Objectives

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

- use proper prefixes to make new words.
- better at using Present Perfect passive and *Used to + base form of the verb* through sentence building exercise.

III. Materials

Textbook, whiteboard markers,...

IV. Anticipated problems

Ss may get confused when using prefixes.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>									
7'	<p style="text-align: center;">WARM-UP</p> <p>Noughts and Crosses</p> <p>Draw a table containing 9 words in each cell.</p> <p>Divide class into two groups: Noughts (O) and Crosses (X).</p> <p>Ask Ss to choose the word in the cell and make a sentence with that word. A correct sentence with the given word will get one O or X. The group with 3 O or X vertically, horizontally, or even diagonally first will be the winner.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><i>microwave oven</i></td> <td><i>air conditioner</i></td> <td><i>computer</i></td> </tr> <tr> <td><i>washing machine</i></td> <td><i>blender</i></td> <td><i>digital camera</i></td> </tr> <tr> <td><i>vacuum cleaner</i></td> <td><i>audio player</i></td> <td><i>CT scanner</i></td> </tr> </table>	<i>microwave oven</i>	<i>air conditioner</i>	<i>computer</i>	<i>washing machine</i>	<i>blender</i>	<i>digital camera</i>	<i>vacuum cleaner</i>	<i>audio player</i>	<i>CT scanner</i>	Group work
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10'	<p style="text-align: center;">WORD STUDY</p> <p style="text-align: center;">PRESENTATION 1</p> <p>Give definition of prefixes.</p> <p><i>Prefix is a syllable added to the beginning of a word to modify and change its meaning.</i></p> <p>Explain the meaning of the prefixes in the book:</p> <p>Multi: <i>many</i></p> <p>Counter: <i>contrary, opposite, in opposition</i></p> <p>Un: <i>contrary, opposite, in opposition</i></p> <p>Ask Ss to work in pairs and match the prefixes in column A with their corresponding words in column B.</p> <p><i>Note: Ss may have difficulty in doing this exercise. Go around the class and provide help when necessary.</i></p> <p>Give correct answers:</p> <p style="margin-left: 40px;"><i>Multifunctional, multimedia</i></p> <p style="margin-left: 40px;"><i>Counterclockwise</i></p> <p style="margin-left: 40px;"><i>Unbelievable, unplug, unlock, uncomfortable</i></p>	Whole class									

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>																																				
8'	<p style="text-align: center;">PRACTICE 1</p> <p>Have Ss work in pairs and complete the sentences with the words they have found in task a).</p> <p>Tell Ss to read the sentences carefully to make sure the word has been used in the right context.</p> <p>Call on some Ss to read their answers aloud in front of the class.</p> <p>Feedback and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>uncomfortable</i> 2. <i>multimedia</i> 3. <i>unplug</i> 4. <i>counterclockwise, unlock</i> 5. <i>unbelievable</i> 6. <i>multifunctional</i> <p>If time allowed, give Ss further information about prefixes and related exercise.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Prefix</th> <th style="text-align: center;">Meaning</th> <th style="text-align: center;">Examples</th> </tr> </thead> <tbody> <tr> <td>anti</td> <td>against</td> <td>anti-war</td> </tr> <tr> <td>bi</td> <td>two, twice</td> <td>bicycle, bilingual</td> </tr> <tr> <td>ex</td> <td>former</td> <td>ex-girlfriend, ex-wife</td> </tr> <tr> <td>micro</td> <td>small</td> <td>microwave, micro –computer</td> </tr> <tr> <td>mis</td> <td>wrongly/badly</td> <td>misunderstand, mispronounce</td> </tr> <tr> <td>over</td> <td>too much</td> <td>oversleep, overcooked</td> </tr> <tr> <td>post</td> <td>after</td> <td>postwar</td> </tr> <tr> <td>re</td> <td>again, back</td> <td>retype, redo</td> </tr> <tr> <td>semi</td> <td>half</td> <td>semi-final, semi-detached</td> </tr> <tr> <td>sub</td> <td>under</td> <td>subway, submarine</td> </tr> <tr> <td>under</td> <td>not enough</td> <td>undercooked, underused</td> </tr> </tbody> </table>	Prefix	Meaning	Examples	anti	against	anti-war	bi	two, twice	bicycle, bilingual	ex	former	ex-girlfriend, ex-wife	micro	small	microwave, micro –computer	mis	wrongly/badly	misunderstand, mispronounce	over	too much	oversleep, overcooked	post	after	postwar	re	again, back	retype, redo	semi	half	semi-final, semi-detached	sub	under	subway, submarine	under	not enough	undercooked, underused	Pair work
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<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Further Exercise</p> <p>Replace the underlined words with one of the above words.</p> <ol style="list-style-type: none"> 1. The BBC tries to avoid pronouncing foreign words incorrectly. 2. She is no longer my wife. We divorced 5 years ago. 3. The dictionary is in two languages. 4. Please do this exercise again. It has a lot of mistakes. <p>Answers:</p> <ol style="list-style-type: none"> 1. The BBC tries to avoid mispronouncing foreign words. 2. She is my ex-wife. We divorced 5 years ago. 3. The dictionary is bilingual. 4. Please redo this exercise. It has a lot of mistakes. 	
5'	<p style="text-align: center;">PRESENTATION 2</p> <p>The Present Perfect Passive</p> <p>Form: <i>Have /has + been + P_{II}</i></p> <p>Ask Ss to give examples to illustrate the grammar point. <i>My meals have always been prepared in this way.</i> <i>A long beep is heard after all my health values have been checked.</i></p>	Whole class
5'	<p style="text-align: center;">PRACTICE 2</p> <p>Have Ss work in pairs and make meaningful sentences from the cues in the book, using the appropriate active or passive verb forms.</p>	Pair work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Ask 2 Ss to write the answers on the board.</p> <p>Check the answers in front of the class as a whole.</p> <p>Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>I can't find my digital camera. It has been stolen.</i> 2. <i>The old buildings have just been knocked down to build a new supermarket here.</i> 3. <i>My washing machine didn't work yesterday, but it's OK now. It has been repaired.</i> 4. <i>An unknown actor has been chosen to star in a new movie.</i> 5. <i>My new employee has always been told not to play games at work, but he doesn't seem to change.</i> 	
5'	<p style="text-align: center;">PRESENTATION 3</p> <p>Revision of <i>used to + base form of verb</i></p> <p><i>We use used to + base form of verb to express a past action and state. It has no present equivalent.</i></p> <p>E.g:</p> <p><i>They used to work six days a week.</i></p> <p>Notice the negative form and the question:</p> <p><i>They didn't use to get up late in the morning.</i></p> <p><i>Did they use to wear clothes made from animal's skin.</i></p>	Whole class
4'	<p style="text-align: center;">PRACTICE 3</p> <p>Ask Ss to do exercise b): Make meaningful sentences about people around a hundred years ago, using the cues in the book. The first one has been done as an example.</p> <p>Tell Ss to compare their answers with a friend.</p> <p>Call on some Ss to read aloud the sentences.</p>	Individual work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Make necessary corrections.</p> <p>Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>People used to travel on horses.</i> 2. <i>People used to work very long hours a week, but they got very low pay.</i> 3. <i>People used to grind rice with a stone grinder to make rice flour.</i> 4. <i>People used to build houses from mud and straw because they didn't have cement.</i> 5. <i>Vietnamese women used to dye their teeth black.</i> 	

Unit 6

SCHOOL OUTDOOR ACTIVITIES

PERIOD 1 & 2 (Reading)

I. Aim

Reading a passage about camping

II. Objectives

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

- talk about one of the most popular outdoor activities: Camping.
- better the reading comprehension skill through True or False and Word finding exercises.

III. Materials

Textbook, whiteboard markers,...

IV. Anticipated problems

Ss may find it difficult to find the words in the passage which have the same meaning given.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	<p>WARM-UP</p> <p>Chatting</p> <p>Ask Ss to work in groups and talk about school outdoor activities.</p> <p>Suggested questions:</p> <p><i>What outdoor activities do you like doing at school?</i></p> <p><i>How often do you do it? With whom?</i></p> <p><i>Why do you like that activity?</i></p>	Group work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
15'	<p style="text-align: center;">PRE-READING</p> <p>Have Ss work in pairs.</p> <p>Ask Ss to look at the pictures and say what people in the pictures are doing and where they are.</p> <p>Make sure Ss recognize the pictures clearly.</p> <p>Call on some Ss to say what they see in the pictures.</p> <p>Feedback and give correct answers:</p> <ul style="list-style-type: none"> <i>a. Swimming and playing at a theme park</i> <i>b. Hiking in the mountains</i> <i>c. Camping at a campsite</i> <i>d. Playing soccer in a playground</i> <p>Tell Ss to match each the information that people say about the activities with one of the pictures.</p> <p>Ask Ss to give the evidence of information to support the answers.</p> <p>Give correct answers:</p> <ul style="list-style-type: none"> <i>1. b (legs, hiking boots, walking stick)</i> <i>2. d (ball, soccer game)</i> <i>3. c (dancing , singing, campfire, night)</i> <i>4. a (water games, thrilling game, slide through the pipes)</i> <p>If time allowed, let Ss discuss the activities that they would like to take part in.</p>	
	<p style="text-align: center;">WHILE-READING</p> <p>Set the scene</p> <p><i>Camping is the activity that many people especially students enjoy. Today we will read about camping. Why it is a popular activity and what we need to do to have an enjoyable camping trip.</i></p>	

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
15'	<p>Task 1 - True or False</p> <p>Ask Ss to read the passage and decide whether the statements can be true or false. Check the True box and correct the false statements.</p> <p>Tell Ss to read the statements carefully and have a guess before reading the passage.</p> <p>Have Ss compare and discuss the answers with a friend.</p> <p>Call on some Ss to explain their answers in front of the class.</p> <p>Make necessary comments and corrections.</p> <p>Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>T</i> 2. <i>F (The purpose of camping is to have pleasure and make young people feel more confident.)</i> 3. <i>T</i> 4. <i>F (because it involves carrying a backpack which contains essential things for camping.)</i> 5. <i>F (Backpacking is best suited for those who are in good physical condition.)</i> 6. <i>T</i> 7. <i>F (A crowded campsite is one of the unpleasant situations.)</i> 	Individual work
15'	<p>Task 2 - Finding the words</p> <p>Ask Ss to read the text again and find the words in the text which have meanings given in the book.</p> <p><i>Note:</i> Ss may not be familiar with this kind of exercise. T can help by locating the needed words.</p> <p>Encourage Ss to guess the meaning of the word in the context it appears.</p> <p>Go around the class and provide help when necessary.</p>	Individual work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Call on some Ss to write the word on the board. Check the answers in front of the class as a whole. Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>temporarily</i> 2. <i>wildlife</i> 3. <i>hiking</i> 4. <i>essential</i> 5. <i>gear</i> 6. <i>key</i> 7. <i>preference</i> 8. <i>alarming</i> 	
30'	<p style="text-align: center;">POST-READING</p> <p>Group Discussion Ask Ss to work in groups and discuss the question: <i>What benefits does camping bring to you?</i> Tell Ss to use the ideas in the passage and encourage them to have ideas of their own during the discussion. Call on some Ss to make a short talk on the topic. Ask for comments on the talk in terms of content and pronunciation. Give suggested answers: Benefits of camping:</p> <ul style="list-style-type: none"> - <i>Being more confident</i> - <i>Learning to make good planning for a camping trip</i> - <i>Relaxing and releasing stress after hard working hours.</i> - <i>Knowing more about nature and how to survive in nature</i> 	Group work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<ul style="list-style-type: none"> - <i>Tightening friendship and heightening cooperation spirit</i> - 	
5'	WRAPPING Summarize the main points. Assign homework.	Whole class

Supplements

Exercise

Match the activities in A with the appropriate information in B

A	B
1. Hill-walking	a. I usually use three rods at the same time – you've got more chance of catching something.
2. Camping	b. I cut the grass twice a week.
3. Fishing	c. All you need is a good pair of walking boots and a waterproof jacket.
4. Gardening	d. This is a nice spot. You start putting the tent up and I'll get the sleeping bags.

Answers:

- | | |
|-------------|-------------|
| 1. <i>c</i> | 2. <i>d</i> |
| 3. <i>a</i> | 4. <i>b</i> |

PERIOD 3 (Listening)

I. Aim

Listening for gist and specific information about outdoor activities

II. Objectives

By the end of the lesson, Ss will be able to enhance their listening skill through several useful exercises such as *Ordering*, *Ticking* and *Note-taking*.

III. Materials

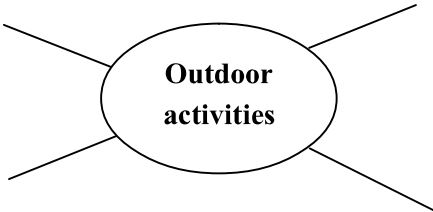
Textbook, whiteboard markers,...

Cassette,...

IV. Anticipated problems

Ss may not be familiar with the new kind of exercise in the lesson.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<p style="text-align: center;">WARM-UP</p> <p>Networks</p> <p>Ask Ss to work in groups and make a list of different outdoor activities.</p> <p>The group which has more words in an allowed time will be the winner</p> <div style="text-align: center;"><p>Outdoor activities</p></div> <p>Suggested answers:</p> <p><i>go camping</i></p> <p><i>go fishing</i></p> <p><i>hill-walking</i></p> <p><i>go swimming</i></p> <p><i>go to a water park</i></p> <p>...</p>	Group work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>												
8'	<p style="text-align: center;">PRE-LISTENING</p> <p>Group Discussion</p> <p>Ask Ss to discuss with their friends on the following questions:</p> <p><i>Which of the above activities do you like best? Why?</i></p> <p><i>What do you need to have /bring if you want to take part in the activity?</i></p> <p>Gather ideas and introduce the listening.</p>	Group work												
7'	<p style="text-align: center;">WHILE-LISTENING</p> <p>Task 1 - Choosing what you hear</p> <p>Ask Ss to listen to some students getting ready for some outdoor activities.</p> <p>Tell Ss to check (✓) what the people in the tape are going to do.</p> <p>Have Ss look at the activities carefully before listening to the tape.</p> <p>Play the tape more than once if necessary.</p> <p>Ask Ss to compare their answers with a friend.</p> <p>Call on some Ss to explain their answers in front of the class.</p> <p>Feedback and give correct answers:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. <i>play soccer</i> <input checked="" type="checkbox"/></td> <td style="width: 50%;">4. <i>go swimming</i> <input checked="" type="checkbox"/></td> </tr> <tr> <td> <i>play tennis</i> <input type="checkbox"/></td> <td> <i>go on an excursion</i> <input type="checkbox"/></td> </tr> <tr> <td>2. <i>go swimming</i> <input type="checkbox"/></td> <td>5. <i>go on a boat trip</i> <input checked="" type="checkbox"/></td> </tr> <tr> <td> <i>go on a boat trip</i> <input checked="" type="checkbox"/></td> <td> <i>go climbing</i> <input type="checkbox"/></td> </tr> <tr> <td>3. <i>go for a picnic</i> <input type="checkbox"/></td> <td>6. <i>go to a theme park</i> <input checked="" type="checkbox"/></td> </tr> <tr> <td> <i>go camping</i> <input checked="" type="checkbox"/></td> <td> <i>go hiking</i> <input type="checkbox"/></td> </tr> </table>	1. <i>play soccer</i> <input checked="" type="checkbox"/>	4. <i>go swimming</i> <input checked="" type="checkbox"/>	<i>play tennis</i> <input type="checkbox"/>	<i>go on an excursion</i> <input type="checkbox"/>	2. <i>go swimming</i> <input type="checkbox"/>	5. <i>go on a boat trip</i> <input checked="" type="checkbox"/>	<i>go on a boat trip</i> <input checked="" type="checkbox"/>	<i>go climbing</i> <input type="checkbox"/>	3. <i>go for a picnic</i> <input type="checkbox"/>	6. <i>go to a theme park</i> <input checked="" type="checkbox"/>	<i>go camping</i> <input checked="" type="checkbox"/>	<i>go hiking</i> <input type="checkbox"/>	Individual work
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<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>						
8'	<p>Tapescript</p> <p>a)</p> <ol style="list-style-type: none"> 1. <i>There are two new players in our team. I hope our eleven player will play well this week</i> 2. <i>Don't forget the camera. I'd like to take photographs of the beautiful sights along the riverside.</i> 3. <i>The first thing to do when we reach the place is to put up our tent. It's in my backpack.</i> 4. <i>It's a nice day and the water is warm enough. You should remember to bring the towels this time.</i> 5. <i>I need a new pair of hiking boots. It's difficult to get to the top of that mountain.</i> 6. <i>Start early or we can't enjoy all the water games there. We'll have some sandwiches for lunch.</i> <p>Task 2 - Ordering</p> <p>Let Ss listen to some Ss talking about things they have done. For the first listening, ask them to number the pictures from 1 to 6. The first one has been done as an example.</p> <p>Tell Ss not to listen for details but to get general information to put the pictures in the correct order.</p> <p>Call on some Ss to give their answers in front of the class.</p> <p>Make necessary corrections.</p> <p>Give correct answers:</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><i>a. 3</i></td> <td style="text-align: center;"><i>b. 2</i></td> <td style="text-align: center;"><i>c. 1</i></td> </tr> <tr> <td style="text-align: center;"><i>d. 5</i></td> <td style="text-align: center;"><i>e. 4</i></td> <td style="text-align: center;"><i>f. 6</i></td> </tr> </table>	<i>a. 3</i>	<i>b. 2</i>	<i>c. 1</i>	<i>d. 5</i>	<i>e. 4</i>	<i>f. 6</i>	Individual work
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<i>d. 5</i>	<i>e. 4</i>	<i>f. 6</i>						

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>																												
7'	<p>Task 3 - Writing the names of the activities</p> <p>Ask Ss to listen to the tape again and write the names of the activities and check (√) the appropriate boxes.</p> <p>Let Ss study the table carefully before listening to the tape.</p> <p>Play the tape several times if necessary.</p> <p>Have Ss exchange the answers and check for one another.</p> <p>Go around the class and provide help.</p> <p>Give correct answers:</p> <table border="1"> <thead> <tr> <th>Activities</th> <th>All was fine</th> <th>Not all was fine</th> <th>Nothing was fine</th> </tr> </thead> <tbody> <tr> <td>Going to the beach</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>Going for a picnic</td> <td></td> <td></td> <td>√</td> </tr> <tr> <td>Going on a camping trip</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>Playing a game</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>Climbing the mountain</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>Going for a swim</td> <td>√</td> <td></td> <td></td> </tr> </tbody> </table> <p>Tapescript</p> <p>b)</p> <p>1. A: <i>Did you enjoy your weekend at the beach?</i></p> <p>B: <i>The weather was fine. The sea was calm and clean. We had so many interesting games and wonderful seafood. I think I could stay on that sandy beach for a week</i></p> <p>2. A: <i>How was your picnic?</i></p> <p>B: <i>Well, my bike broke down on the way. Just as we got to the place very late, it began to rain heavily.</i></p>	Activities	All was fine	Not all was fine	Nothing was fine	Going to the beach	√			Going for a picnic			√	Going on a camping trip		√		Playing a game	√			Climbing the mountain		√		Going for a swim	√			Individual work
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<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p><i>We were all wet and cold. Our picnic was completely ruined.</i></p> <p>3. <i>A: How did you like your camping trip?</i> <i>B: We enjoyed plenty of activities, like hiking in the forest, fishing, and singing around the campfire, but I couldn't sleep at night. The tent was too small for all of us.</i></p> <p>4. <i>A: How did your team play in that game?</i> <i>B: We won. We all played well and scored the first goal after five minutes. The final score was 4-1</i></p> <p>5. <i>A: Did you enjoy climbing that mountain?</i> <i>B: It was an exciting experience. I felt terrific when I reached the top of the mountain. We had a fantastic view of the valley. Unfortunately, I fell and twisted my ankle on the way down.</i></p> <p>6. <i>A: You went to the new swimming pool, didn't you?</i> <i>B: Yeah. I had a wonderful time. I think swimming is the best all-round exercise.</i></p>	
5'	<p style="text-align: center;">POST-LISTENING</p> <p>Competition</p> <p>Organize a competition to find the best presenter of the day.</p> <p>Ask Ss to work in groups and prepare a small talk on the activity they have recently taken part in following the outline:</p> <p><i>Name of the activity:.....</i></p> <p><i>When you go:</i></p> <p><i>Who you go with:</i></p> <p><i>Why you enjoy:</i></p> <p>Call on some Ss from groups to present in front of the class.</p>	Group work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	Ask for comments from other Ss. Feedback and make necessary corrections.	
3'	WRAPPING Summarize the main points. Assign homework.	Whole class

Supplements

Exercise

Put the words and phrases under appropriate headings

Photography	Painting	Making clothes	Cooking

<i>brushes</i>	<i>cake decorating</i>
<i>camera</i>	<i>develop a film</i>
<i>oil paint</i>	<i>sewing machine</i>
<i>ingredients</i>	<i>recipe</i>
<i>zoom lens</i>	<i>watercolor</i>
<i>needle and cotton</i>	<i>focus</i>
<i>pattern</i>	<i>sauce pan</i>
<i>material</i>	<i>button</i>

Answers:

Photography	Painting	Making clothes	Cooking
<i>camera</i>	<i>brushes</i>	<i>needle and cotton</i>	<i>cake decorating</i>
<i>develop a film</i>	<i>oil paint</i>	<i>sewing machine</i>	<i>ingredients</i>
<i>zoom lens</i>	<i>watercolor</i>	<i>button</i>	<i>recipe</i>
<i>focus</i>	<i>pattern</i>	<i>material</i>	<i>sauce pan</i>

PERIOD 4 (Speaking)

I. Aim

Expressing agreement and disagreement

II. Objectives

By the end of the lesson, Ss will be able to express agreement and disagreement by using useful expressions and engaging various activities organized in class.

III. Materials

Textbook, whiteboard markers,...

IV. Anticipated problems

Ss may not know how to use the expressions for agreeing and disagreeing effectively.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>												
7'	<p style="text-align: center;">WARM-UP</p> <p>Find someone who</p> <p>Prepare a two-column table with Yes/No questions and Name.</p> <p>Let Ss go around the class and ask other Ss what outdoor activities they like doing. If the answer is YES, write his/her name in the table.</p> <p>The winner is the first one who completes the Name column.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Do you like...</th> <th style="text-align: left;">Name</th> </tr> </thead> <tbody> <tr> <td><i>camping at a campsite?</i></td> <td></td> </tr> <tr> <td><i>going to the water park?</i></td> <td></td> </tr> <tr> <td><i>playing football?</i></td> <td></td> </tr> <tr> <td><i>climbing the mountain?</i></td> <td></td> </tr> <tr> <td>...</td> <td></td> </tr> </tbody> </table>	Do you like...	Name	<i>camping at a campsite?</i>		<i>going to the water park?</i>		<i>playing football?</i>		<i>climbing the mountain?</i>		...		Whole class
Do you like...	Name													
<i>camping at a campsite?</i>														
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...														

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>												
8'	<p style="text-align: center;">PRE-SPEAKING</p> <p>Ask Ss to close the book.</p> <p>Have Ss work in groups and put the following expressions under appropriate headings.</p> <table border="1" data-bbox="337 447 1003 661"> <thead> <tr> <th data-bbox="337 447 557 520">Making suggestions</th> <th data-bbox="557 447 776 520">Expressing agreement</th> <th data-bbox="776 447 1003 520">Expressing disagreement</th> </tr> </thead> <tbody> <tr> <td data-bbox="337 520 557 661"></td> <td data-bbox="557 520 776 661"></td> <td data-bbox="776 520 1003 661"></td> </tr> </tbody> </table> <p><i>What about...?</i></p> <p><i>That's a good idea.</i></p> <p><i>Yes, but...</i></p> <p><i>Why don't we...?</i></p> <p><i>Great</i></p> <p><i>Shall we...?</i></p> <p><i>That's a good idea but...</i></p> <p><i>We could...</i></p> <p><i>Yes, let's do that</i></p> <p>Explain the use of the expressions by giving the correct answers.</p> <table border="1" data-bbox="337 1178 1003 1480"> <thead> <tr> <th data-bbox="337 1178 557 1272">Making suggestions</th> <th data-bbox="557 1178 776 1272">Expressing agreement</th> <th data-bbox="776 1178 1003 1272">Expressing disagreement</th> </tr> </thead> <tbody> <tr> <td data-bbox="337 1272 557 1480"> <i>What about...?</i> <i>Why don't we...?</i> <i>Shall we...?</i> <i>We could...</i> </td> <td data-bbox="557 1272 776 1480"> <i>That's a good idea.</i> <i>Yes, let's do that.</i> <i>Great!</i> </td> <td data-bbox="776 1272 1003 1480"> <i>Yes, but...</i> <i>That's a good idea but...</i> </td> </tr> </tbody> </table>	Making suggestions	Expressing agreement	Expressing disagreement				Making suggestions	Expressing agreement	Expressing disagreement	<i>What about...?</i> <i>Why don't we...?</i> <i>Shall we...?</i> <i>We could...</i>	<i>That's a good idea.</i> <i>Yes, let's do that.</i> <i>Great!</i>	<i>Yes, but...</i> <i>That's a good idea but...</i>	Group work
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<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Set the scene:</p> <p><i>You are planning an excursion. Let's discuss with your friends where to go, how long to stay there, what to bring and what to do there. First, you look at the example and practice it.</i></p> <p>Have Ss work in groups and practice the example in the book.</p> <p>Call on one or two groups to act out the conversation in front of the class.</p> <p>Make necessary corrections.</p>	
10'	<p style="text-align: center;">WHILE-SPEAKING</p> <p>Task 1 - Planning an excursion</p> <p>Keep Ss in groups and ask them to plan an excursion basing on the above example:</p> <p>The plan includes:</p> <p><i>Where to go</i></p> <p><i>How long to stay there</i></p> <p><i>What to bring</i></p> <p><i>What to do there</i></p> <p>Go around the class and provide help when necessary.</p> <p>Call on some groups to act out their conversation in front of the class.</p> <p>Ask for comments from other groups.</p> <p>Give suggested answers:</p> <p><i>A: What about going to Ao Vua?</i></p> <p><i>B: That's a good idea. What will we bring with us?</i></p> <p><i>C: We will need camping gear, a pair of shoes to climb to the mountain, a lot of food and beverage. We will stay there overnight.</i></p>	Group work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	<p><i>D: I think my parents won't allow me to stay overnight there. Why don't we go Ho Tay Water Park.</i></p> <p><i>A: Great! Ho Tay Water Park is not very far from the city center. We don't have to worry about staying there overnight. What will we do there?</i></p> <p><i>B: All day, we'll play some games such as traveling in bumping cars, roller coasters, and merry-go-rounds. We can also go swimming or have a picnic there.</i></p> <p><i>C: Yes, let's do that.</i></p> <p>Task 2 - Discussing 5 essential things for an overnight camping trip</p> <p>Ask Ss to work in groups and discuss what five essential things to bring on an overnight camping trip.</p> <p>Tell Ss to give the reasons why they think they are necessary.</p> <p>Call on some Ss to explain their answers in front of the class.</p> <p><i>Note:</i> Ss' answers may vary from one to another. Let Ss explain their choice.</p> <p>Feedback and give suggested answers:</p> <p>Things to bring:</p> <ul style="list-style-type: none"> - <i>sleeping bags</i> - <i>flashlight</i> - <i>foods and drink</i> - <i>a tent</i> - <i>clothing</i> - <i>camera</i> - <i>dry wood</i> - <i>guitar</i> - <i>radio</i> - <i>tapes</i> - ... 	Group work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Reasons:</p> <p><i>S1: For an overnight camping, we need to bring sleeping bags and a tent.</i></p> <p><i>S2: A flashlight is also a useful thing to bring in case we need to go out of the tent.</i></p> <p><i>S3: I think we should take along foods and drinks. If not we would be very hungry and thirsty.</i></p> <p><i>S4: And remember to bring warm clothes because it might be cold at night.</i></p> <p><i>S5: We need to bring a guitar so that we can sing during the camp-fire.</i></p> <p>...</p>	
5'	<p style="text-align: center;">POST-SPEAKING</p> <p>Ask Ss to form groups and suggest the outdoor activities for the coming weekend.</p> <p><i>Note: Each Ss should suggest one activity and support their choice by convincing reasons.</i></p> <p>Go around the class and provide help when necessary.</p> <p>Call on some Ss to go to the board and explain their suggestion in front of the class.</p> <p>Ask for agreement from other Ss.</p> <p>Feedback and give suggested answers:</p> <p><i>I think we should go to Do Son beach this weekend because it is not far from Ha Noi so we can go there in one day. Also, we can swim and play games on the beach.</i></p> <p><i>In my opinion, Tam Dao is an ideal destination for this weekend. The weather in Tam Dao is wonderful with the temperature at about 20°C and it is only about 60km from Ha Noi.</i></p> <p>...</p>	Group work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarize the main points. Assign homework.</p>	Whole class

Supplements

Exercise

Fill in the blank with ONE word only

1. *What do you think.....it?*
Well,....., I didn't like it very much.
2. *In my....., we should start right away.*
3. *I agree with her to a certain.....*
4. *As far as I'm....., the plan will never work.*
5. *I'm sorry, but I disagree with you.*
6. *I see what you....., but I'm not sure I agree with you.*

Answers:

- | | |
|--------------------------|---------------------|
| 1. <i>of; personally</i> | 2. <i>opinion</i> |
| 3. <i>extent</i> | 4. <i>concerned</i> |
| 5. <i>totally</i> | 6. <i>mean</i> |

PERIOD 5 & 6 (Writing)

I. Aim

Writing a confirmation letter

II. Objectives

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

III. Materials

Textbook, whiteboard markers,...

OHP

IV. Anticipated problems

Ss may not be familiar with confirmation letters.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	<p style="text-align: center;">WARM-UP</p> <p>Rearranging a letter Have Ss work in groups and rearrange the sentences to make a good letter. The group which finishes the task first will be the winner. <i>I'm looking forward to seeing you then.</i> <i>Dear Lan,</i> <i>I will pick you up at 7p.m at your place.</i> <i>Yours</i> <i>Thank you very much for your present on my birthday. I love the book you gave me a lot.</i> <i>Trung</i> <i>Would you like to have dinner with me this weekend?</i></p> <p>Answers: <i>Dear Lan,</i> <i>Thank you very much for your present on my birthday. I love the book you gave me a lot.</i> <i>Would you like to have dinner with me this weekend?</i> <i>I will pick you up at 7p.m at your place.</i> <i>I'm looking forward to seeing you then.</i> <i>Yours</i> <i>Trung</i></p>	Group work
15'	<p style="text-align: center;">PRE-WRITING</p> <p>Vocabulary pre-teach forest fire (n) (translation): <i>nạn cháy rừng</i> auditorium (n): <i>a building for concerts and public</i></p>	Whole class

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p><i>meetings</i> (khán phòng) <i>cordially</i> (adv): <i>sincerely</i> (chân thành) <i>out of order</i> (a): <i>be broken</i> (hư hỏng)</p> <p>Checking technique Sentence modeling Ask Ss to make sentences with the above words to make sure they understand their meanings. Tell Ss to look at the 3 letters on page 78. Ask Ss to work in pairs and answer the questions about the letters: <i>Who are the senders and receivers?</i> <i>What are they about?</i> ... Call on some Ss to answer the questions in front of the class. Feedback and give the correct answers:</p> <p>Letter 1: <i>Tan is the sender and Lam is the receiver.</i> <i>Tan wants to meet Lam at 2 o'clock at the school gate for a swim.</i></p> <p>Letter 2: <i>Hoa is the sender and Linh is the receiver.</i> <i>Hoa wants Linh to pick her up at 6:30 for the picnic.</i></p> <p>Letter 3: <i>Nguyen Thi Mai is the sender and all the members of the club are the receivers.</i> <i>Mai wants to receive the confirmation of attendance regarding the talk on camping and forest fire given by Prof. Wilson.</i></p>	

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Briefly explain the confirmation letters.</p> <p><i>Confirmation is a letter that responds to a request or an invitation. It confirms whether the help is provided or the invitation is accepted or not.</i></p> <p>Ask Ss to match the letters with the replies for confirmation on page 79.</p> <p>Ask Ss to discuss the answers with another pairs.</p> <p>Feedback and give correct answers:</p> <p style="text-align: center;"><i>a. 2 b.3 c.1</i></p>	
10'	<p style="text-align: center;">WHILE-WRITING</p> <p>Task 1 - Rearranging confirmation</p> <p>Ask Ss to work individually and rearrange the sentences to make a reply to an invitation letter.</p> <p>Have Ss compare their answer with a friend.</p> <p>Call on some Ss to read the reply in front of the class.</p> <p>Make necessary corrections.</p> <p>Give correct answer:</p> <p style="text-align: center;"><i>2-6-5-7-3-4-1</i></p> <p><i>Dear Vinh,</i></p> <p><i>Thank you very much for inviting me to your birthday party. I will certainly come. I am looking forward to meeting you soon. I am sure we will have a great time.</i></p> <p><i>With best wishes,</i></p> <p><i>Nam</i></p>	Individual work
20'	<p>Task 2 - Writing confirmation</p> <p>Set the scene</p> <p><i>You have received a letter from your friend inviting you to go camping at Cat Tien National Park next weekend. Write a confirmation letter to this invitation.</i></p>	Individual work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Ask Ss to write the letter under time pressure. Pick up some writings to correct in front of the class. <i>Note:</i> Ts are encouraged to use OHP if possible. Give suggested answer: <i>Dear Tam</i> <i>That sounds great! I'm very happy to go camping in Nam Cat Tien National Park as I'm free on Sunday 15 July. Why don't you come and pick me up at my house? I have to take a tent and other things with me.</i> <i>See you soon.</i> <i>Vinh</i></p>	
30'	<p style="text-align: center;">POST-WRITING</p> <p>Mistakes Correction Ask Ss to work in pairs. Give out a confirmation letter which contains 10 mistakes. Ss have to find the mistakes and correct them. <i>Dear Viet Anh,</i> <i>I am very please to receive your order No. 0312 regard the latest volume of the English File. However, the color books you order are now temporarily out of store. We only have copy versions available. I enclose the quote with the special discount of 20% off in the occasion of Vietnamese Teacher's Day. I hope you will be interesting in our exclusively discount program of the year.</i> <i>I am looking forward to receive your confirm soon.</i> <i>Yours truly,</i> <i>Nguyen Bao Hung</i> <i>Sales Executive</i></p>	Pair work

Time	Steps	Work arrangement																														
	<p>Answers: <i>Dear Viet Anh,</i> <i>I am very please to receive your order No. 0312 regard the latest volume of the English File. However, the color books you order are now temporarily out of store. We only have copy versions available. I enclose the quote with the special discount of 20% off in the occasion of Vietnamese Teacher's Day. I hope you will be interesting in our exclusively discount program of the year.</i> <i>I am looking forward to receive your confirm soon.</i> <i>Yours truly,</i> <i>Nguyen Bao Hung</i> <i>Sales Executive</i></p> <p>Mistakes corrections:</p> <table border="0"> <tr><td><i>1. please</i></td><td>→</td><td><i>pleased</i></td></tr> <tr><td><i>2. regard</i></td><td>→</td><td><i>regarding</i></td></tr> <tr><td><i>3. store</i></td><td>→</td><td><i>stock</i></td></tr> <tr><td><i>4. copy</i></td><td>→</td><td><i>copied</i></td></tr> <tr><td><i>5. quote</i></td><td>→</td><td><i>quotation</i></td></tr> <tr><td><i>6. in</i></td><td>→</td><td><i>on</i></td></tr> <tr><td><i>7. interesting</i></td><td>→</td><td><i>interested</i></td></tr> <tr><td><i>8. exclusively</i></td><td>→</td><td><i>exclusive</i></td></tr> <tr><td><i>9. receive</i></td><td>→</td><td><i>receiving</i></td></tr> <tr><td><i>10. confirm</i></td><td>→</td><td><i>confirmation</i></td></tr> </table>	<i>1. please</i>	→	<i>pleased</i>	<i>2. regard</i>	→	<i>regarding</i>	<i>3. store</i>	→	<i>stock</i>	<i>4. copy</i>	→	<i>copied</i>	<i>5. quote</i>	→	<i>quotation</i>	<i>6. in</i>	→	<i>on</i>	<i>7. interesting</i>	→	<i>interested</i>	<i>8. exclusively</i>	→	<i>exclusive</i>	<i>9. receive</i>	→	<i>receiving</i>	<i>10. confirm</i>	→	<i>confirmation</i>	
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5'	<p style="text-align: center;">WRAPPING</p> <p>Summarize the main points. Assign homework.</p>	Whole class																														

Supplements

Writing practice

Ask Ss to write a letter replying to an invitation, an order, or a complaint.

Note: Feedback and correction can be given in the following lesson.

PERIOD 7 (Language focus)

I. Aim

Reviewing the words that go together
Distinguishing the difference between *Will* and *Going to*

II. Objectives

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

- choose the right words that they can go together and use them appropriately.
- tell the difference between *Will* and *Going to* and put them in the right context.

III. Materials

Textbook, whiteboard markers,...

IV. Anticipated problems

Ss may confuse when using *Will* and *Going to*.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
5'	<p style="text-align: center;">WARM-UP</p> <p>Jumbled Words</p> <p>Give 10 words whose letters are in the wrong order. Note Ss that all the words are types of outdoor activities. Ask Ss to work in groups and rearrange them in good order to make the right words.</p> <p style="margin-left: 40px;">1. <i>ipncgma</i> → <i>camping</i> 2. <i>ipcinc</i> → <i>picnic</i> 3. <i>iwsmgim</i> → <i>swmiming</i> 4. <i>nigdcna</i> → <i>dancing</i> 5. ...</p>	Group work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>				
10'	<p style="text-align: center;">WORD STUDY PRESENTATION 1</p> <p>Ask Ss to work in pairs and ask them to circle one word or phrase that does not go with the verb in each box in the book.</p> <p>Encourage Ss to discuss and explain why the word can not go with the verb.</p> <p>Write all the word on the board and ask some Ss to circle the word as required.</p> <p>Check the exercise in front of the class.</p> <p>Give correct answers:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%; padding: 5px;"> <div style="text-align: center;">sightseeing</div> <div style="display: flex; justify-content: space-between;"> camping hiking </div> <div style="text-align: center;">GO</div> <div style="display: flex; justify-content: space-between;"> soccer swimming </div> </td> <td style="width: 50%; padding: 5px;"> <div style="text-align: center;">games</div> <div style="display: flex; justify-content: space-between;"> tennis skiing </div> <div style="text-align: center;">PLAY</div> <div style="display: flex; justify-content: space-between;"> cards the piano </div> </td> </tr> <tr> <td style="width: 50%; padding: 5px;"> <div style="text-align: center;">the way</div> <div style="display: flex; justify-content: space-between;"> the bus the match </div> <div style="text-align: center;">LOSE</div> <div style="display: flex; justify-content: space-between;"> weight money </div> </td> <td style="width: 50%; padding: 5px;"> <div style="text-align: center;">a soccer game</div> <div style="display: flex; justify-content: space-between;"> a medal a competition </div> <div style="text-align: center;">WIN</div> <div style="display: flex; justify-content: space-between;"> a race John </div> </td> </tr> </tbody> </table> <p>– <i>Go fishing / skiing / picnicking /swimming / sightseeing (not go soccer but PLAY soccer)</i></p> <p>– <i>Lose one’s life/ one’s nerve / a game / a race / interest/money/the way (not lose the bus but MISS the bus)</i></p> <p>– <i>Play the guitar / tricks / jokes/the piano /cards/games (not play skiing but GO skiing)</i></p>	<div style="text-align: center;">sightseeing</div> <div style="display: flex; justify-content: space-between;"> camping hiking </div> <div style="text-align: center;">GO</div> <div style="display: flex; justify-content: space-between;"> soccer swimming </div>	<div style="text-align: center;">games</div> <div style="display: flex; justify-content: space-between;"> tennis skiing </div> <div style="text-align: center;">PLAY</div> <div style="display: flex; justify-content: space-between;"> cards the piano </div>	<div style="text-align: center;">the way</div> <div style="display: flex; justify-content: space-between;"> the bus the match </div> <div style="text-align: center;">LOSE</div> <div style="display: flex; justify-content: space-between;"> weight money </div>	<div style="text-align: center;">a soccer game</div> <div style="display: flex; justify-content: space-between;"> a medal a competition </div> <div style="text-align: center;">WIN</div> <div style="display: flex; justify-content: space-between;"> a race John </div>	Pair work
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<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>												
	<p>– <i>Win one's heart / the lottery / a battle / an election / a soccer game / a competition (not win John but BEAT John)</i></p> <p>Further explain some phrases when necessary.</p> <p>lose the way: <i>lạc đường</i></p> <p>lose interest: <i>mất hứng thú</i></p> <p>lose one's life: <i>thiệt mạng</i></p> <p>play tricks: <i>chơi đẽu</i></p> <p>win one's heart: <i>lấy được cảm tình của ai đó</i></p> <p>win battle: <i>thắng trận</i></p> <p>win an election: <i>thắng cử</i></p>													
7'	<p style="text-align: center;">PRACTICE 1</p> <p>Ask Ss to do exercise b): Complete the sentences with the verbs provided. Make changes when necessary.</p> <p>Have Ss take notice of the use of the correct form of the verbs.</p> <p>Have Ss exchange the exercise and correct for one another.</p> <p>Call on some Ss to read aloud their sentences.</p> <p>Make necessary comments and corrections.</p> <p>Give correct answers:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>1. play</i></td> <td style="width: 50%;"><i>2. went</i></td> </tr> <tr> <td><i>3. won</i></td> <td><i>4. lost</i></td> </tr> <tr> <td><i>5. missed</i></td> <td><i>6. beats</i></td> </tr> <tr> <td><i>7. miss</i></td> <td><i>8. beats</i></td> </tr> <tr> <td><i>9. playing</i></td> <td><i>10. lost</i></td> </tr> <tr> <td><i>11. gone</i></td> <td><i>12. win</i></td> </tr> </table>	<i>1. play</i>	<i>2. went</i>	<i>3. won</i>	<i>4. lost</i>	<i>5. missed</i>	<i>6. beats</i>	<i>7. miss</i>	<i>8. beats</i>	<i>9. playing</i>	<i>10. lost</i>	<i>11. gone</i>	<i>12. win</i>	
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<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
8'	<p style="text-align: center;">GRAMMAR PRESENTATION 2</p> <p>Explain Future forms.</p> <p>Will <i>Will</i> expresses an intention or decision made at the moment of speaking: <i>I'll give you my phone number. Ring me tonight.</i></p> <p>Going to <i>Going to</i> expresses an intention or decision thought about before the moment of speaking. It expresses a plan: <i>We're going to have a holiday in Sam Son this summer.</i></p> <p>It also expresses a prediction: <i>Look! It's going to rain.</i></p> <p>Present progressive The present progressive can be used to express a future arrangement between people. It's common with verbs such as <i>go, come, see, visit, meet, have (a party), leave.</i> Ask Ss to have more examples to illustrate the grammar point.</p>	Whole class
5'	<p style="text-align: center;">PRACTICE 2</p> <p>Have Ss do exercise a) in pairs: Complete the sentences using <i>will</i> or <i>be going to</i>, as appropriate.</p> <p>Find some typical mistakes made by Ss and correct in front of the class as a whole.</p> <p>Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>Will.....is going to</i> 2. <i>am going</i> 3. <i>will</i> 4. <i>Are going to..... will</i> 5. <i>will</i> 	Pair work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
5'	<p style="text-align: center;">PRACTICE 3</p> <p>Keep Ss in pairs and do exercise b). Explain the difference between the present progressive and <i>be going to</i> if necessary. Call on some Ss to write the answers on the board. Ask for comments from other Ss. Feedback and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>am going to learn</i> 2. <i>are leaving</i> 3. <i>am going to see</i> 4. <i>aregoing to do</i> 5. <i>are having</i> 6. <i>is playing</i> 7. <i>am having</i> 8. <i>am not working</i> 	Pair work
5'	<p style="text-align: center;">PRACTICE 4</p> <p>Ask Ss to further practice the future forms by doing exercise c): Choose the correct answer to fill in each blank. Tell Ss to read the situations carefully before doing the task. Call on some Ss to read the answers aloud in front of the class. Further explain when Ss find the exercise confusing. Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>A. will be</i> 2. <i>B am going to</i> 3. <i>B. will help</i> 4. <i>A. are you doing</i> 5. <i>A. is going to leave</i> 	Individual work

Unit 7

THE MASS MEDIA

PERIOD 1, 2 & 3 (Reading)

I. Aim

Reading about different sections of a newspaper

II. Objectives

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

- be updated with different kinds of modern mass media.
- improve reading comprehension skill through Heading and other related exercises.

III. Materials

Textbook, whiteboard markers,...

Real objects of different kinds of mass media

IV. Anticipated problems

Ss may not be familiar with Heading exercise in reading comprehension.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
15'	<p style="text-align: center;">WARM-UP</p> <p>Naming the Mass media</p> <p>Ask Ss to work in groups and name the things they see in the pictures.</p> <p>Call on some Ss to give the names in front of the class.</p> <p>Gather ideas and give correct answers:</p> <p><i>radio set</i></p>	Group work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p><i>cassette recorder</i></p> <p><i>TV set</i></p> <p><i>videotape</i></p> <p><i>filmstrip</i></p> <p><i>newspapers</i></p> <p><i>books</i></p> <p><i>multimedia computers</i></p> <p>Explain the term <i>mass media</i>.</p> <p>Mass media or mass communications refer to public institutions that report news and other stories. Mass media also keep people updated.</p> <p>Give examples for each type of mass media.</p> <p>E.g:</p> <p>Newspaper: <i>Nhan Dan, Lao Dong...</i></p>	
20'	<p style="text-align: center;">PRE-READING</p> <p>Ask Ss to read the short text individually.</p> <p>Call on some Ss to read the text aloud.</p> <p>Check Ss' pronunciation and intonation.</p> <p>Group Discussion</p> <p>Have Ss work in groups and discuss the following questions:</p> <ol style="list-style-type: none"> 1. <i>What are the examples of print media?</i> 2. <i>Which daily newspapers do you like reading?</i> 3. <i>What are your favorite radio and television programs?</i> 4. <i>What kind of movie do you like?</i> 5. <i>What does a computer help you do?</i> 6. <i>How often do you do these things?</i> 	Individual work and Group work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>a. <i>Read a newspaper</i> b. <i>Watch television</i> c. <i>Listen to the radio</i> d. <i>Use a computer</i></p> <p>Encourage Ss to discuss their own experience about mass media. Suggest necessary words about television programs and different kinds of movie for discussion. (See Supplements for reference.) Gather ideas from groups and lead in the reading.</p> <p>Vocabulary pre-teach put emphasis on (v): <i>to pay special attention to</i> (chú ý đến) guinness Book of World Records: <i>Sách các kỉ lục Guinness</i> record-breaking: <i>phá kỉ lục</i> release a live album (m): <i>make an album to public</i> (phát hành album) rumor (n): <i>a story or report basing on unknown or unofficial source</i> (tin đồn) red-hot (a): <i>heated, new, fresh</i> (nóng hổi) on the go (idm): <i>constantly busy</i> (bận rộn) laptop (n): <i>small, portable computer</i> (máy tính xách tay) smart phone (n): <i>a phone with sophisticated software and applications</i> (điện thoại thông minh)</p> <p>Checking technique <i>Rub out and remember</i> Write all the words and their meanings on the board into two columns.</p>	

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Rub out all the words in English column and keep the Vietnamese one.</p> <p>When all the words in English column are rubbed, ask Ss to look at the Vietnamese one and recall all the English words.</p>	
20'	<p style="text-align: center;">WHILE-READING</p> <p>Task 1 - Understanding headlines</p> <p>Ask Ss to work in pairs and read the headlines carefully.</p> <p>Have Ss answer the question: <i>What do you think they tell us about?</i></p> <p>Encourage Ss to use the expressions to give their opinion such as: <i>I think...</i> <i>In my opinion,...</i></p> <p>Tell Ss to express what they think freely basing on the words in the headlines.</p> <p><i>Note:</i> Ss' answers may vary from one to another. Ts should accept if they make sense and ask Ss to give the reasons for their answers.</p>	Pair work
20'	<p>Task 2 - Matching</p> <p>Ask Ss to read the pieces of news in the book and match five of the headlines in a).</p> <p>Have Ss compare and discuss the answers with a friend.</p> <p>Call on some Ss to explain their answers in front of the class.</p> <p>Feedback and give correct answers:</p> <p style="padding-left: 40px;"><i>A. 3. BEAUTY OR CLOTHES</i></p> <p style="padding-left: 40px;"><i>B. 5. POP SUPERSTAR MAKES GUINNESS BOOK OF WORLD RECORDS</i></p>	Pair work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
20'	<p><i>C. 1. BACK IN THE AIR?</i></p> <p><i>D. 6. SEEK BUSINESS OPPORTUNITIES</i></p> <p><i>E. 7. TAKE IT WITH YOU</i></p> <p>Task 3 - Matching</p> <p>Have Ss read the pieces of news again and match them the themes in the book.</p> <p>Ask Ss to pay special attention to the words that help Ss find the answers.</p> <p>Call on some Ss to write the answers on the board.</p> <p>Make necessary comments and corrections in front of the class as a whole.</p> <p>Give correct answers:</p> <p><i>A. 6. FASHION (fashion, model, clothes)</i></p> <p><i>B.3. MUSIC (Britney Spears, album)</i></p> <p><i>C.4. SPORTS (basketball, basketball player, game)</i></p> <p><i>D.1. ECONOMY (investment, investors, economies)</i></p> <p><i>E.7. ADVERTISEMENT (pronoun you, imperative structure, auxiliary can)</i></p>	Individual work
20'	<p>Task 4 - Answering Questions</p> <p>Have Ss work in pairs to read the pieces of news again and answer the questions.</p> <p>Go around the class and provide help when necessary.</p> <p>Call on some Ss to explain their answers in front of the class.</p> <p>Feedback and give correct answers:</p> <ol style="list-style-type: none"> <i>1. Because they want to draw the audience's attention to the new fashions, not the model's beauty.</i> <i>2. 3 million copies.</i> 	Pair work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>3. <i>Eighteen months ago.</i></p> <p>4. <i>They met yesterday to discuss investment opportunities in the economies all around Asia.</i></p> <p>5. <i>Advantages of the smart phone: helping its users view documents, send these documents via e-mail, and transfer these documents to another device.</i></p>	
15'	<p style="text-align: center;">POST-READING</p> <p>Gap-filling</p> <p>Ask Ss to work in pairs and fill in the blanks with the words from the extracts.</p> <p>Tell Ss to read the sentences carefully and have a guess of the missing words before doing the task.</p> <p>Use OHP to check the exercise in front of the class if possible.</p> <p>Give correct answers:</p> <p><i>A 1. fashion</i></p> <p><i>2. model</i></p> <p><i>B 3. record</i></p> <p><i>4. teenage</i></p> <p><i>5. best-selling</i></p> <p><i>6. female</i></p> <p><i>C 7. rumor</i></p> <p><i>8. red-hot</i></p> <p><i>D 9. investment</i></p> <p><i>10. economies</i></p> <p><i>E 11. constantly</i></p> <p><i>12. document (s)</i></p>	Pair work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
5'	<p style="text-align: center;">WRAPPING</p> <p>Summarize the main points. Assign homework.</p>	Whole class

Supplements

Exercise

Newspaper words

Put the following words into the correct sentences:

Journalist

Editor

Headline

Cartoon strip

Article

1. There was a huge.....on the front page this morning. It said "PEACE IN THE MIDDLE EAST".
2. The person in charge of a newspaper is called a.....
3. A story for a newspaper or magazine is called an.....
4. Someone who writes for a newspaper is called a.....
5. A series of drawings in a newspaper every day about characters such as Charlie Brown, Peanuts, etc is a.....

Answers:

1. *headline*

2. *editor*

3. *article*

4. *journalist*

5. *cartoon strip*

PERIOD 4 (Listening)

I. Aim

Listening to a TV talk show

II. Objectives

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

- be updated with different TV programs such as Commercials, Quiz shows,...
- improve listening skill through Checking exercise.

III. Materials

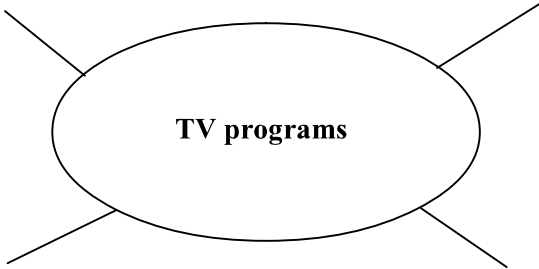
Textbook, whiteboard markers, cassette,...

Videos of some TV shows if possible

IV. Anticipated problems

Ss may not know some of the TV programs in the listening.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<p>WARM-UP</p> <p>Networks</p> <p>Ask Ss to work in groups, close the book and make a list of TV programs that they know.</p> 	Group work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Gather ideas and provide useful information about some TV programs. (See Supplements for reference.)</p> <p>Explain all the programs that will be heard in the listening and put a special emphasis on unfamiliar programs.</p> <p><i>A talk show or chat show is a television or radio program where a group of people come together to discuss various topics put forth by a talk show host. Often, talk shows feature a panel of guests, usually consisting of a group of people who are learned or who have great experience in relation to whatever issue is being discussed on the show for that episode.</i></p> <p><i>A game show is a radio or television program involving members of the public or celebrities, sometimes as part of a team, playing a game, perhaps involving answering quiz questions, for points or prizes. In some shows contestants compete against other players or another team whilst other shows involve contestants striving alone for a good outcome or high score. Early television game shows descended from similar programs on broadcast radio.</i></p> <p><i>A television commercial (often called an advert in the United Kingdom) is a form of advertising in which goods, services, organizations, ideas, etc. are promoted via the medium of television. Most commercials are produced by an outside advertising agency and airtime is purchased from a television channel or network.</i></p>	
5'	<p style="text-align: center;">PRE-LISTENING</p> <p>Chatting</p> <p>Ask Ss to work in pairs and discuss the following questions:</p>	Pair work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>																												
	<p><i>Do you like watching or TV talk shows?</i></p> <p><i>Which shows do you like watching?</i></p> <p><i>Why do you like watching?</i></p> <p>....</p>																													
10'	<p style="text-align: center;">WHILE-LISTENING</p> <p>Set the scene</p> <p><i>You are going to hear part of a TV talk show. Jenny and Mike, two American teenagers, are going to tell us what they think about TV programs. Listen and check (✓) the TV programs mentioned in the show.</i></p> <p>Task 1 - Checking the box</p> <p>Ask Ss to study the names of the programs carefully and make sure Ss understand all these names.</p> <p>Play the tape more than once if necessary.</p> <p>Tell Ss not to listen for details but only for the names of the programs that mentioned in the tape.</p> <p>Call on some Ss to read their answers aloud in front of the class.</p> <p>Feedback and give correct answers:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Movies</td> <td style="width: 10%; text-align: center;"><input checked="" type="checkbox"/></td> <td style="width: 30%;">Fashion</td> <td style="width: 10%; text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Cartoons</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Music</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Police shows</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>Quiz shows</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Educational programs</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>Environment</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Sports</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>Game shows</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> <tr> <td>Documentaries</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Comedies</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Commercials</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>News reports</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Movies	<input checked="" type="checkbox"/>	Fashion	<input type="checkbox"/>	Cartoons	<input type="checkbox"/>	Music	<input checked="" type="checkbox"/>	Police shows	<input checked="" type="checkbox"/>	Quiz shows	<input checked="" type="checkbox"/>	Educational programs	<input checked="" type="checkbox"/>	Environment	<input type="checkbox"/>	Sports	<input checked="" type="checkbox"/>	Game shows	<input checked="" type="checkbox"/>	Documentaries	<input type="checkbox"/>	Comedies	<input type="checkbox"/>	Commercials	<input checked="" type="checkbox"/>	News reports	<input checked="" type="checkbox"/>	Individual work
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<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>																											
10'	<p>Task 2 - Checking the box</p> <p>Have Ss listen to the tape again and check (√) the TV programs each of the guests likes.</p> <p>Note that the guests do not say <i>I like</i> or <i>I don't like</i> clearly but use a number of words to express their likes or dislikes. Encourage Ss to listen and check in the right box.</p> <p>Call on some Ss to write the answers on the board.</p> <p>Correct the exercise in front of the class.</p> <p>Further explain when necessary.</p> <p>Give correct answers:</p> <table border="1" data-bbox="696 726 922 1146"> <thead> <tr> <th></th> <th>Jenny</th> <th>Mike</th> </tr> </thead> <tbody> <tr> <td>Movies</td> <td>√</td> <td>√</td> </tr> <tr> <td>Police shows</td> <td></td> <td></td> </tr> <tr> <td>Sports</td> <td></td> <td>√</td> </tr> <tr> <td>Commercials</td> <td>√</td> <td></td> </tr> <tr> <td>Music</td> <td>√</td> <td>√</td> </tr> <tr> <td>Quiz shows</td> <td></td> <td>√</td> </tr> <tr> <td>Game shows</td> <td></td> <td>√</td> </tr> <tr> <td>News reports</td> <td>√</td> <td>√</td> </tr> </tbody> </table> <p>Tapescript</p> <p><i>Talk show host: Today's topic is television. American teenagers spend most of their free time watching television. We have with us today Jenny and Mike, two teens from a local high school. They're going to tell us what young people think about television programs.</i></p>		Jenny	Mike	Movies	√	√	Police shows			Sports		√	Commercials	√		Music	√	√	Quiz shows		√	Game shows		√	News reports	√	√	Individual work
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Movies	√	√																											
Police shows																													
Sports		√																											
Commercials	√																												
Music	√	√																											
Quiz shows		√																											
Game shows		√																											
News reports	√	√																											

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p><i>Jenny, could we begin with you? What do you think of TV programs?</i></p> <p><i>Jenny: Well, I think they're pretty good. There are some really great movies on these days.</i></p> <p><i>Talk show host: Mike, how do you feel about them?</i></p> <p><i>Mike: Well, in general, agree with Jenny. But what bothers me is that some movies are too violent.</i></p> <p><i>Jenny: Yes, that's how I feel. There are too many police shows and not enough educational programs.</i></p> <p><i>Talk show host: What about sports programs?</i></p> <p><i>Mike: They are terrific. And they take up most of my free time.</i></p> <p><i>Jenny: I never watch sports programs. I like commercials. And music shows are always excellent.</i></p> <p><i>Mike: Yes, I agree. We all enjoy music. But there's too much advertising.</i></p> <p><i>Jenny: Why are there so many quiz shows and game shows on TV? Most of them are a complete waste of time.</i></p> <p><i>Mike: But I enjoy most of them.</i></p> <p><i>Talk show host: What's your opinion of news reports ?</i></p> <p><i>Jenny: I think the news reports are excellent. Presenting the news is what TV does best.</i></p> <p><i>Mike: Yes, I think so too.</i></p>	

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	<p style="text-align: center;">POST-LISTENING</p> <p>Ask Ss to work in groups and talk about their favorite TV talk shows or TV game shows and explain why. Call on some Ss to give a short talk on the topic. Make necessary comments and corrections. Give suggested answers: <i>I like the game show Who wants to be Millionaire most because it is interesting and very useful. It covers the knowledge of all fields in Vietnam and around the world. Besides, the winner of the show will get up to 100 million VND. Another reason I like this game show is the MC, Mr. Lai Van Sam. He is humorous and very intelligent.</i></p>	Group work
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarize the main points. Assign homework.</p>	Whole class

Supplements

TV programs

TV Series:	<i>Phim truyền hình dài tập</i>
Folk songs:	<i>Dân ca nhạc cổ</i>
News headlines:	<i>Điểm tin chính</i>
Weather Forecast:	<i>Dự báo thời tiết</i>
Quiz Show:	<i>Trò chơi truyền hình</i>
Portrait of Life:	<i>Chân dung cuộc sống</i>
Documentary:	<i>Phim tài liệu</i>
Wildlife World:	<i>Thế giới thiên nhiên hoang dã</i>
Around the World:	<i>Vòng quanh thế giới</i>

TV talk shows: *Chương trình diễn đàn, đối thoại trên truyền hình*

Game Shows: *Trò chơi truyền hình*

- Wheel of Fortune: *Chiếc nón kỳ diệu*
- Who wants to be millionaire?: *Ai là triệu phú*
- The price is right: *Hãy chọn giá đúng*
- One vs one hundred: *Đấu trường 100*
- Who is who?: *Ai là ai?*

Kinds of movie:

Action: *phim hành động*

Comedies: *phim hài*

Romance: *phim lãng mạn*

Westerns: *phim cao bồi miền tây*

Horror: *phim kinh dị*

Musicals: *phim ca nhạc*

Nature film /Wildlife: *phim thế giới hoang dã*

PERIOD 5 (Speaking)

I. Aim

Expressing likes and dislikes about Mass Media

II. Objectives

By the end of the lesson, Ss will be able to express their likes and dislikes about different types of mass media by using prompts such as *What do you think about...? How do you feel about...? What's your opinion of...?*

III. Materials

Textbook, whiteboard markers,...

IV. Anticipated problems

Ss may not know how to use the structures to express opinions appropriately.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>									
7'	<p style="text-align: center;">WARM-UP</p> <p>Noughts and Crosses</p> <p>Draw a table containing 9 words in each cell. Divide class into two groups: Noughts (O) and Crosses (X). Ask Ss to choose the word in the cell and make a sentence with that word. A correct sentence with the given word will give one O or X. The group with 3 O or X vertically, horizontally, or even diagonally first will be the winner.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td><i>cartoons</i></td> <td><i>quiz show</i></td> <td><i>documentaries</i></td> </tr> <tr> <td><i>sports</i></td> <td><i>talk show</i></td> <td><i>music</i></td> </tr> <tr> <td><i>commercials</i></td> <td><i>game show</i></td> <td><i>fashion</i></td> </tr> </table> <p><i>Note:</i> The sentences must be grammatically correct and make sense.</p>	<i>cartoons</i>	<i>quiz show</i>	<i>documentaries</i>	<i>sports</i>	<i>talk show</i>	<i>music</i>	<i>commercials</i>	<i>game show</i>	<i>fashion</i>	Group work
<i>cartoons</i>	<i>quiz show</i>	<i>documentaries</i>									
<i>sports</i>	<i>talk show</i>	<i>music</i>									
<i>commercials</i>	<i>game show</i>	<i>fashion</i>									
10'	<p style="text-align: center;">PRE-SPEAKING</p> <p>Ask Ss to work in pairs to make questions and answers about the mass media using the given prompts. Tell Ss to use structures when doing the task. Call on some pairs to ask and answer in front of the class. Comment and give suggested answers: <i>A: What do you think about the movies on TV?</i> <i>B: Well, I think that they are pretty good especially the ones on Star Movies and HBO channels.</i> <i>A: How do you feel about our local newspapers?</i> <i>B: I'd say that they're pretty bad. They are not updated and sometimes they give wrong news.</i> ...</p>	Pair work									

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
15'	<p style="text-align: center;">WHILE-SPEAKING</p> <p>Group Discussion</p> <p>Have Ss work in groups and discuss the following questions:</p> <p><i>What kinds of mass media do you often watch, listen to or read?</i></p> <p><i>What do you like or dislike about them?</i></p> <p>Encourage Ss to use the structures for expressing opinions and explain exactly which newspapers, magazines or TV programs they like or dislike.</p> <p>Go around the class and provide help when necessary.</p> <p>Call on some Ss to talk about their likes and dislikes in front of the class.</p> <p>Make necessary comments and corrections.</p> <p>Give suggested answers:</p> <p><i>I watch VTV3 every day. It is a very interesting TV channel. There are a lot of game shows and talk shows on this channel. I also like music shows there especial the Song Request.</i></p> <p><i>I rarely read a newspaper. In my opinion, their news reports are always boring and not updated. The newspaper only focuses on stories and rumors about famous people in the country and all over the world.</i></p> <p>....</p>	Group work
10'	<p style="text-align: center;">POST-SPEAKING</p> <p>Ask Ss to work individually and report to the whole class on a movie, a TV program, a story, or a book they have recently watched or read.</p> <p>Give Ss some time to prepare for the talk.</p>	Individual work and Whole class

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Call on some Ss to give the talk in front of the class.</p> <p>Draw Ss' attention to the importance of the body language and pronunciation in the presentation.</p> <p>Make necessary comments and correction.</p> <p>Give suggested answers:</p> <p><i>Good morning everybody. I am going to tell you the book that I have recently read. It is a very interesting book named It happened to Nancy. The book is a dairy of a 14 year old girl who has HIV /AIDS. It provides me with a lot of useful information on how AIDS transmits and what I can do to protect myself and other members against AIDS - a disease of the century.</i></p>	
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarize the main points.</p> <p>Assign homework.</p>	Whole class

Supplements

Exercise

Put the following words into appropriate dialogues:

<i>contestants</i>	<i>channel</i>
<i>interview</i>	<i>live</i>
<i>advert</i>	<i>viewers</i>

- So, why do you want to watch this program so much?
They are going to do an.....with Brad Pit about his new film.
- I want to record the MTV awards tonight? Could you set the video for me before we go out?
Yes, of course. Which.....is it on?
- Did you see that film on TV last night? It was so violent.
Yes, apparently thousands of.....phone in to complain.
- Do you think the match will be on TV later?
Yes, of course. It's being shown.....on BBC1.

5. How many more times are they going to interrupt this film?

You're right. That's the fourth lot of.....already.

6. Have you seen that new game show on Friday night? It's really funny.

Is that the one where they push the.....into a swimming pool if they give the wrong answers?

Answers:

a. *interview*

b. *channel*

c. *viewers*

d. *live*

e. *advertises*

f. *contestants*

PERIOD 6 & 7 (Writing)

I. Aim

Writing about advantages and disadvantages of Mass Media

II. Objectives

By the end of the lesson, Ss will be able to write a paragraph about advantages and disadvantages of Mass Media with the appropriate use of connectors such as *furthermore, in addition, as a result,...*

III. Materials

Textbook, whiteboard markers,...

IV. Anticipated problems

Ss may find it difficult to find the main ideas in a paragraph.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	<p style="text-align: center;">WARM-UP</p> <p>Crossword</p> <p>Give out a crossword which has 10 horizontal lines and one vertical line. The word in the vertical line is made up of 10 letters in the 10 horizontal lines.</p> <p>Give information/definition of the words in the horizontal line.</p> <p>Ask Ss to work in groups and find the words.</p> <p>Each correct word in the horizontal line gets 10 points and the one in the vertical line gets 40 points.</p> <p><i>Note:</i> All the words in the horizontal line are TV programs.</p> <ol style="list-style-type: none"> 1. <i>The program in which people come and discuss various topics.</i> 2. <i>A person who watches TV.</i> 3. <i>Transmitted directly to audiences at the time of the performance rather than being recorded.</i> 4. <i>A short film of adverts.</i> 5. <i>A motion picture film.</i> 6. <i>You should watch this program if you want to get advice on how to dress well.</i> 7. <i>You can get football results from this program.</i> 8. <i>You can request songs through this program.</i> 9. <i>This program makes you laugh.</i> 10. <i>This program updates you with current affairs that happening domestically and internationally.</i> 	Group work

	<p>Answers:</p> <p>1. T A L K S H O W</p> <p>2. V I E W E R</p> <p>3. L I V E</p> <p>4. C O M M E R C I A L</p> <p>5. M O V I E S</p> <p>6. F A S H I O N</p> <p>7. S P O R T S</p> <p>8. M U S I C</p> <p>9. C O M E D Y</p> <p>10. N E W S</p> <p>Vertical line: TELEVISION</p>	
20'	<p style="text-align: center;">PRE-WRITING</p> <p>Implicit the meaning of <i>advantage</i> and <i>disadvantage</i> by analyzing the examples:</p> <p><i>Radio provides hourly-updated news and information.</i></p> <p><i>Radio can be boring because we can't watch films or sports programs.</i></p> <p><i>Which sentence says good about radio? Which one is bad?</i></p> <p>Finding advantages</p> <p>Have Ss work in pairs and read the paragraph about the advantages of television then list the four advantages mentioned in the paragraph.</p> <p>Ask Ss to write down the answers in the blank.</p> <p>Tell Ss to compare the answers with another pairs.</p> <p>Gather ideas and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>Educational (children learn from TV programs)</i> 2. <i>Informative (people know more about the world)</i> 3. <i>Entertaining, relaxing (people relax)</i> 	Pair work

4. *Good for old people (old people do not feel lonely)*

Filling in transitional words in the blanks and finding disadvantages

Explain the use and functions of the transitional words in the box:

First of all / Firstly / Finally / At last: *introduce sequence*

In addition / Moreover / Furthermore: *to introduce an additional idea*

As a result / Therefore: *to introduce a result*

On the whole: *to introduce a conclusion or summary*

Make certain that Ss understand the meanings of the above words.

Have Ss work independently and fill in the blanks with the suitable words and phrases in the box.

Call on some Ss to explain their answers in front of the class.

Feedback and give correct answers:

1. *First of all / Firstly*
2. *In addition / Moreover / Furthermore*
3. *As a result / Therefore*
4. *Finally / at last*
5. *On the whole*

Note: When Ss finish the task, ask them to work in pairs and find 4 disadvantages mentioned in the paragraph as in the *Finding advantages* activity.

Give correct answers:

Disadvantage 1: *too much violence*

Disadvantage 2: *no communication*

Disadvantage 3: *no physical exercise*

Disadvantage 4: *damage to the eyes*

	<p>Introduce to Ss about the outline of a paragraph:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">A paragraph</p> <p>I. Introduction (Topic sentence)</p> <p>II. Body</p> <p style="padding-left: 40px;"><i>Main idea 1</i></p> <p style="padding-left: 40px;"><i>Main idea 2</i></p> <p style="padding-left: 40px;"><i>Main idea 3</i></p> <p style="padding-left: 40px;">.....</p> <p>III. Conclusion (Concluding sentence)</p> </div> <p>Make clear the importance of using transitional words and phrases in writing a paragraph.</p>	
30'	<p style="text-align: center;">WHILE-WRITING</p> <p>Have Ss work independently and write a paragraph about the advantages or disadvantages of computers.</p> <p>Tell Ss to have a brief outline before writing.</p> <p>Go around the class and provide help when necessary.</p> <p>Ask Ss to exchange their writing and cross check.</p> <p>Pick up some writings and have necessary corrections in front of the class as a whole.</p> <p>Feedback and give suggested answers</p> <p><i>1. The computer is very popular now in our daily life thanks to its advantages. First of all, it's a tool to get information from the Internet. People can read newspapers on-line or surf the web to find the information they want. In addition, when people are tired, they can put a CD or VCD into their computer and enjoy the music or movie they like. The computer is also a very convenient and quick means of communication, as it can help send and receive e-mails instantly. Finally, the computer is an indispensable tool</i></p>	Individual work

	<p><i>to help people do business. Managers can keep records of their employees' information and retrieve it easily and quickly. Businessmen can introduce and sell their products on-line without having to open a showroom or store. On the whole, many people now say they can't imagine what their life would be like without the computer!</i></p> <p><i>2. Despite its many advantages, the computer now is blamed for the inconveniences it causes to people. Firstly, people are getting more and more isolated as they lack direct daily contact with other human beings. They send e-mails instead of meeting friends or relatives. They stay at home ordering goods on-line instead of going to the market to buy things. As a result, their communicative skills are becoming worse and their care for other people may be off soon. In addition, computer addicts are usually said to be physically weak. They spend time playing games on-line or browsing the web instead of playing sports or taking part in outdoor activities. In general, computer users need to learn to use the computer to become its masters, not its slaves, so that they can get the most use the advantages it brings to them.</i></p>	
25'	<p style="text-align: center;">POST-WRITING</p> <p>Ask Ss to work in groups and make a list of the advantages and disadvantages of one type of mass media they know such as <i>radio, newspaper or Internet,...</i></p> <p>If time allowed, have Ss present their ideas in front of the class.</p>	Group work

Gather ideas and give suggested answers:

Radio

Advantages	Disadvantages
<p><i>It provides you hourly - updated news and information.</i></p> <p><i>It is convenient because you can listen to it almost everywhere.</i></p> <p><i>It makes our life easier and enjoyable. It also releases stress.</i></p> <p>....</p>	<p><i>It only provides information aurally.</i></p> <p><i>It can be boring because we can't watch films or sports programs.</i></p>

Newspapers

Advantages	Disadvantages
<p><i>It provides news and current affairs updatedly.</i></p> <p><i>It's very mobile because we can bring them along everywhere we go.</i></p> <p><i>It's cheap. A Vietnamese daily newspaper costs only approximately 2000 VND.</i></p> <p>....</p>	<p><i>It's less updated than other kinds of media as there is no more information until the next edition.</i></p> <p><i>The texts and pictures are not moving so it is as not exciting as other kinds of media which have vivid pictures and live broadcasts.</i></p> <p><i>It may not be available everywhere due to bad condition of transportation</i></p>

	<p>The Internet</p> <table border="1"> <tr> <td>Advantages</td> <td>Disadvantages</td> </tr> <tr> <td> <p><i>It is a rich source of information. We can access to Internet and get all the information we need. This is impossible for other types of media like radio or TV.</i></p> <p><i>It is great tool of entertainment. We can play games and listen to music on-line with great pleasure.</i></p> <p><i>It is a very good way to study. We can register for on-line courses and study with the help of modern aids such as speakers, keyboard,...</i></p> </td> <td> <p><i>It makes us confused when there is too much information. Thus, it is difficult to find the necessary information.</i></p> <p><i>It may bring bad effects on children as it contains “unhealthy” websites involving sex or violence.</i></p> <p><i>It damages our health due to prolonged and inappropriate use.</i></p> </td> </tr> </table>	Advantages	Disadvantages	<p><i>It is a rich source of information. We can access to Internet and get all the information we need. This is impossible for other types of media like radio or TV.</i></p> <p><i>It is great tool of entertainment. We can play games and listen to music on-line with great pleasure.</i></p> <p><i>It is a very good way to study. We can register for on-line courses and study with the help of modern aids such as speakers, keyboard,...</i></p>	<p><i>It makes us confused when there is too much information. Thus, it is difficult to find the necessary information.</i></p> <p><i>It may bring bad effects on children as it contains “unhealthy” websites involving sex or violence.</i></p> <p><i>It damages our health due to prolonged and inappropriate use.</i></p>	
Advantages	Disadvantages					
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5'	<p style="text-align: center;">WRAPPING</p> <p>Summarize the main points. Assign homework.</p>	Whole class				

Supplements

Reading

TRANSITIONAL SIGNALS FOR GENERAL USE

Meaning/ Function	Sentence connectors		Clause phrase		Others
	Transition phrase	Conjunctive Adverbs	Coordinating conjunction	Subordinating conjunction	
To introduce an	In addition	Furthermore Moreover	And		Another (+ N)

Meaning/ Function	Sentence connectors		Clause phrase		Others
	Transition phrase	Conjunctive Adverbs	Coordinating conjunction	Subordinating conjunction	
additional idea		Besides Also Too			An addition
To introduce an opposite idea	On the other hand In contrast	However Nevertheless Instead Still	But Yet	Although Though Even though Whereas While	In spite of (+ N) Despite (+N)
To introduce a choice or alternative		otherwise	Or	If unless	
To introduce an explanation					i.e That is
To introduce an example	For example For instance				An example of (+ N) Such as (+ N)
To introduce a conclusion or summary	In conclusion In summary To conclude To summarize				
To introduce a result		Therefore Consequently Hence Thus			

PERIOD 8
(Language focus)

I. Aim

Revision of mass media words

Reporting agreements, apologies, promises, suggestions,...

II. Objectives

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

- use different words about mass media in the networks.
- transform direct speech into reported speech using different reported words such as *promise, advise, apologize, agree,...*

III. Materials

Textbook, whiteboard markers,...

IV. Anticipated problems

Ss may find it confusing when using different reporting verbs in reported speech.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	<p style="text-align: center;">WARM-UP</p> <p>Sentence transformation Ask Ss to work in groups of 4. Student 1 says sentence 1. Student 2 reports sentence 1 and says sentence 2. Student 3 reports sentence 2 and says sentence 3. Student 4 reports sentence 3 and says his sentence 4. Student 1 reports sentence 4. Eg: Student 1: <i>"I study at Kim Lien High School."</i></p>	Group work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>										
	<p>Student 2: <i>She said she studied at Kim Lien High School. "I like English most."</i></p> <p>Student 3: <i>He said he liked English most. "I have five classes a week."</i></p> <p>Student 4: <i>She said she had five classes a week. "I don't go to school by bus."</i></p> <p>Student 1: <i>He said he didn't go to school by bus.</i></p>											
5'	<p style="text-align: center;">WORD STUDY</p> <p style="text-align: center;">PRESENTATION 1</p> <p>Matching</p> <p>Ask Ss to work in pairs and match the different types of mass media with their definitions.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%; text-align: center;">A</th> <th style="text-align: center;">B</th> </tr> </thead> <tbody> <tr> <td>1. Print media</td> <td>a. a large outdoor signboard, usually wooden, found in places with high traffic such as cities, roads, motorways and highways.</td> </tr> <tr> <td>2. Electronic media</td> <td>b. The use of publications of books, magazines and newspapers for media purposes.</td> </tr> <tr> <td>3. Billboard</td> <td>c. A kind of direct mail used in marketing.</td> </tr> <tr> <td>4. Junk mail</td> <td>d. Media that utilizes electronic or electromechanical energy for audience to access the content.</td> </tr> </tbody> </table> <p>Answers:</p> <p style="margin-left: 40px;">1. <i>b</i> 2. <i>d</i> 3. <i>a</i> 4. <i>c</i></p>	A	B	1. Print media	a. a large outdoor signboard, usually wooden, found in places with high traffic such as cities, roads, motorways and highways.	2. Electronic media	b. The use of publications of books, magazines and newspapers for media purposes.	3. Billboard	c. A kind of direct mail used in marketing.	4. Junk mail	d. Media that utilizes electronic or electromechanical energy for audience to access the content.	Pair work
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5'	<p style="text-align: center;">PRACTICE 1</p> <p>Ask Ss to work in groups and put the words into the bubble network.</p>	Group work										

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Call on some Ss to write down the words on the board.</p> <p>Check the exercise in front of the class as a whole.</p> <p>Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>computer</i> 2. <i>billboard</i> 3. <i>electronic media</i> 4. <i>newspaper</i> 5. <i>print media</i> 	
5'	<p style="text-align: center;">PRACTICE 2</p> <p>Have Ss work independently and fill in the blanks of the sentences with the words from the bubble network.</p> <p>Tell Ss to compare their answers with a friend.</p> <p>Call on some Ss to read the sentences aloud in front of the class.</p> <p>Feedback and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>billboard</i> 2. <i>junk mail</i> 3. <i>print media</i> 4. <i>electronic media</i> 5. <i>direct media</i> <p>Further explain the above words when necessary.</p>	Individual work
5'	<p style="text-align: center;">PRESENTATION 2</p> <p>Ask Ss to give appropriate verbs from the nouns <i>agreement, apology, promise, suggestion</i>.</p> <p><i>agreement</i> → <i>agree</i></p> <p><i>apology</i> → <i>apologize</i></p> <p><i>promise</i> → <i>promise</i></p> <p><i>suggestions</i> → <i>suggest</i></p> <p>Introduce the form of reporting agreements, apologies, promises, suggestions, etc</p>	Whole class

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p><i>S + promised to + infinitive/ Object + to + infinitive</i></p> <p><i>apologized</i></p> <p><i>promised</i></p> <p><i>suggested</i></p> <p>Give some examples to illustrate the grammar point.</p>	
10'	<p style="text-align: center;">PRACTICE 3</p> <p>Ask Ss to do exercise a) independently: Complete the sentences to report what someone said.</p> <p><i>Note:</i> This is a difficult exercise. Go around the class and provide help if necessary.</p> <p>Call on some Ss to write the reported sentences on the board.</p> <p>Ask Ss to analyze the sentences in front of the class.</p> <p>Feedback and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>Reporters advised that famous singer to set up a fan club in that city.</i> 2. <i>She apologized to her fans for not releasing a live album of the tour.</i> 3. <i>They invited me to go to the musical with them that night.</i> 4. <i>She refused to give us / them the name of her latest album at that time.</i> 5. <i>She agreed to lend me that CD the following day.</i> 6. <i>He promised to stage his live show the following year / next year.</i> 7. <i>He suggested that they go to the movies that night.</i> 	Individual work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p><i>Or: He suggested going to the movies that night.</i></p> <p>8. <i>She promised to help me with housework before the game show on TV.</i></p>	
5'	<p style="text-align: center;">PRACTICE 4</p> <p>Ask Ss to read the text the independently and report what they think the speakers actually said.</p> <p>Have Ss report the sentences in pairs.</p> <p>Go around the class and provide help when necessary.</p> <p>Call on some Ss to say their answers in front of the class.</p> <p>Feedback and give suggested answers:</p> <ul style="list-style-type: none"> • <i>Mai said, " Let's go to Dam Sen Park"</i> • <i>Nam said, " You have to bring your lunches to the picnic."</i> • <i>Lan said, "Why don't we go to a restaurant ?"</i> • <i>Nam answered, " No, that's not a good idea . Eating in a restaurant is expensive."</i> • <i>Lan said, " I'll pay for the meal in a restaurant."</i> • <i>Everyone said, "You should save your money."</i> 	Individual work

UNIT 8

LIFE IN THE COMMUNITY

PERIOD 1 & 2 (Reading)

I. Aim

Reading about markets in Viet Nam

II. Objectives

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

- be updated with different types of markets in Viet Nam such as *highland market, floating market, ...*
- enhance reading skill through Headings, Multiple Choice and True or False exercises.

III. Materials

Textbook, whiteboard markers,...

Large pictures about markets in Viet Nam

IV. Anticipated problems

Ss may not be familiar with the new question types in reading (Headings and Choosing the corresponding meanings.)

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	WARM-UP Matching Have Ss work in pairs and look at the pictures of some kinds of markets in Viet Nam. Tell them to to	Pair work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>to match each type of market with the appropriate picture.</p> <p>Ask Ss some questions before letting them do the task such as:</p> <p><i>What do you see in the pictures?</i></p> <p><i>Where can you find this kind of market?</i></p> <p><i>Have you ever been to these markets?</i></p> <p>....</p> <p>Call on some Ss to explain their answers in front of the class.</p> <p>Feedback and give correct answers:</p> <p>1. a 2. d</p> <p>3. b 4. c</p>	
15'	<p style="text-align: center;">PRE-READING</p> <p>Vocabulary pre-teach</p> <p>gathering point (n): <i>the public place where people gather such as markets, parks, ...</i> (điểm tập trung)</p> <p>special (a): <i>uncommon, unique, different</i> (đặc biệt)</p> <p>craftsmen (n): <i>skilled workmen or artists</i> (thợ thủ công)</p> <p>bargain (n): <i>an agreement between people to buy and sell a particular product</i> (mặc cả)</p> <p>vendor (n): <i>person who sells small thing in the streets or in markets</i> (người bán hàng rong)</p> <p>Mekong Delta (n): <i>Đồng bằng Sông Cửu Long</i></p> <p>cozy (a): <i>warm, sociable, comfortable</i> (ấm cúng)</p> <p>Checking technique</p> <p>Guessing</p> <p>Write all the new words on the board.</p>	Whole class

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Explain each word separately and ask Ss to guess what the word is.</p> <p>Set the scene</p> <p><i>Markets have been a part of Vietnamese culture. There are different kinds of markets in Viet Nam and the markets themselves have changed a lot with times. In today's lesson, you will read about markets in Viet Nam and to the tasks assigned</i></p>	
15'	<p style="text-align: center;">WHILE-READING</p> <p>Task 1 - Heading</p> <p>Have Ss read the text individually and match each heading with a corresponding paragraph.</p> <p>Note that there is an extra heading.</p> <p>Ask Ss to compare the answer with a friend.</p> <p>Call on some Ss to explain their answers in front of the class.</p> <p>Feedback and give correct answers:</p> <p style="padding-left: 40px;"><i>Paragraph A - 3. Function of Markets</i></p> <p style="padding-left: 40px;"><i>Paragraph B - 1. Market Diversity</i></p> <p style="padding-left: 40px;"><i>Paragraph C - 2. Today's Markets</i></p>	Individual work
15'	<p>Task 2 - Multiple choice</p> <p>Ask Ss to keep on working independently and choose the answer that corresponds to the meaning of each underlined word or phrase.</p> <p>Encourage Ss to read the text carefully and try to guess the meaning of the words in the context they appear.</p> <p>Go around the class and provide help when necessary.</p> <p>Call on some Ss to write their answers on the board.</p>	Individual work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>								
15'	<p>Check the exercise in front of the class as a whole. Further explain the meaning of the words and phrases. Give correct answers:</p> <table data-bbox="406 420 747 609"> <tr> <td><i>1. B</i></td> <td><i>2. C</i></td> </tr> <tr> <td><i>3. B</i></td> <td><i>4. A</i></td> </tr> <tr> <td><i>5. B</i></td> <td><i>6. B</i></td> </tr> <tr> <td><i>7. A</i></td> <td><i>8. C</i></td> </tr> </table> <p>Task 3 - True or False</p> <p>Have Ss work in pairs and read the text again and decide whether the statements on the book are true or false. Ask them to correct the false statements. Tell Ss to give the reasons why the statements are true or false. Call on some Ss to explain their answers in front of the class. Make necessary corrections. Feedback and give correct answers:</p> <ol data-bbox="406 1092 1006 1491" style="list-style-type: none"> <i>1. T</i> <i>2. F (Fairs were held periodically.)</i> <i>3. F People sell a variety of goods in a floating market (farm produce, craftsmen's products, etc.)</i> <i>4. T</i> <i>5. T</i> <i>6. F. (Traditional markets are believed to continue to exist.)</i> 	<i>1. B</i>	<i>2. C</i>	<i>3. B</i>	<i>4. A</i>	<i>5. B</i>	<i>6. B</i>	<i>7. A</i>	<i>8. C</i>	Pair work
<i>1. B</i>	<i>2. C</i>									
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<i>7. A</i>	<i>8. C</i>									

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>				
15'	<p style="text-align: center;">POST-READING</p> <p>Group Discussion</p> <p>Ask Ss to work in groups and discuss the advantages and disadvantages of going to a market or a supermarket.</p> <p>Call on some Ss to present the ideas in front of the class.</p> <p>Comment and give suggested advantages and disadvantages of going to a market:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Advantages</th> <th style="text-align: center;">Disadvantages</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> - have a variety of goods - provide a chance to bargain - is located conveniently in many neighborhoods </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> - is only held periodically - may offer unknown products with low quality and a lack of hygiene safety - accept cash only (Market doesn't offer various methods of payment.) </td> </tr> </tbody> </table>	Advantages	Disadvantages	<ul style="list-style-type: none"> - have a variety of goods - provide a chance to bargain - is located conveniently in many neighborhoods 	<ul style="list-style-type: none"> - is only held periodically - may offer unknown products with low quality and a lack of hygiene safety - accept cash only (Market doesn't offer various methods of payment.) 	Group work
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5'	<p style="text-align: center;">WRAPPING</p> <p>Summarize the main points.</p> <p>Assign homework.</p>	Whole class				

Supplements

Group work project

Ask Ss to work in groups of four, go to a market or supermarket in your neighborhood to observe people's activities, take notes, and give a report to the class.

PERIOD 3 (Listening)

I. Aim

Listening to a person's hometown

II. Objectives

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

- talk about their hometown at present compared with ten years ago.
- improve listening skill through True or False and Answering questions exercises.
- distinguish the ending *-ed* and pronounce them correctly.

III. Materials

Textbook, whiteboard markers,...

Cassette

IV. Anticipated problems

Ss may find it confusing when speaker compares her hometown at present with the past.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>										
7'	<p>WARM-UP</p> <p>Matching</p> <p>Ask Ss to work in pairs and match the type of the market with the appropriate region in Viet Nam.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Market</th> <th style="text-align: center;">Region</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1. Supermarket</td> <td style="text-align: center;">a. The Red River Delta</td> </tr> <tr> <td style="text-align: center;">2. Highland market</td> <td style="text-align: center;">b. Big cities</td> </tr> <tr> <td style="text-align: center;">3. Floating market</td> <td style="text-align: center;">c. The Mekong River Delta</td> </tr> <tr> <td style="text-align: center;">4. Countryside market</td> <td style="text-align: center;">d. Mountainous provinces</td> </tr> </tbody> </table>	Market	Region	1. Supermarket	a. The Red River Delta	2. Highland market	b. Big cities	3. Floating market	c. The Mekong River Delta	4. Countryside market	d. Mountainous provinces	Pair work
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1. Supermarket	a. The Red River Delta											
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	<p>Answers:</p> <p>1. <i>b</i> 2. <i>d</i> 3. <i>c</i> 4. <i>a</i></p> <p>Further explain the places that Ss can find these markets when necessary.</p>	
5'	<p style="text-align: center;">PRE-LISTENING</p> <p>Group Discussion</p> <p>Have Ss work in groups and discuss the following questions:</p> <ol style="list-style-type: none"> 1. <i>What kind of market do you often go to?</i> 2. <i>Who do you go with?</i> 3. <i>What do you buy when you go to the market?</i> 4. <i>Can you name some markets and supermarkets in our city? (Ha Noi)</i> <p><i>Note: Ts may provide names of some markets and supermarkets in Ha Noi:</i></p> <p>Markets:</p> <p><i>Đông Xuân market</i> <i>Long Biên market</i> <i>Hôm market</i> <i>Mơ market</i> ... </p> <p>Supermarkets:</p> <p><i>Metro</i> <i>BigC</i> <i>Fivi Mart</i> ... </p>	Group work
10'	<p style="text-align: center;">WHILE-LISTENING</p> <p>Listening 1</p> <p>Ask Ss to listen to the tape and write the words they hear in the appropriate columns according to the pronunciation of their <i>-ed</i> ending sounds.</p>	Individual work

Review the rules of the pronunciation of *-ed* if necessary:

1. We pronounce the final *d* as /d/ when the verb ends with a voiced consonant:

E.g: *opened, approved*

2. We pronounce the final *d* as /t/ when the verb ends with a voiceless consonant:

E.g: *cooked, missed*

3. We pronounce the final syllable /id/ when the verb ends with *-t* and *-d*

E.g: *wanted, needed*

Play the tape more than once and make sure Ss can write all the words in the column.

Call on some Ss to write the words on the board.

Check the exercise in front of the class as a whole.

/t/	/d/	/id/
looked	changed	deserted
used to	moved	floated
dressed	amazed	
impressed	showed	
	socialized	
	used	
	seemed	

Give correct answers:

Let Ss read the verbs aloud several times and make necessary corrections.

Tapescript 1

changed, deserted, looked, used to, moved, amazed, showed, floated, socialized, dressed, used, seemed, impressed.

	<p>Listening 2</p> <p>Set the scene</p> <p><i>Now let's listen to Lien and Mrs. Brown, Lien's former English teacher, talking about Lien's hometown. You listen to the tape and decide whether the statements are true (T) or false (F). Correct the false statements.</i></p> <p>Task 1 - True or False</p> <p>Ask Ss to read the statements carefully before listening to the tape.</p> <p>Play the tape several times if necessary.</p> <p>Have Ss exchange the answers and discuss them with a friend.</p> <p>Call on some Ss to read their answers aloud in front of the class.</p> <ol style="list-style-type: none"> 1. <i>F (The town was quieter.)</i> 2. <i>T</i> 3. <i>F (The town is more modern.)</i> 4. <i>T</i> 5. <i>F (There are many modern stores and a nice super market.)</i> 6. <i>F (There is a floating market in the Mekong Delta.)</i> 	Individual work
7'	<p>Task 2 - Answering Questions</p> <p>Ask Ss to listen to the tape again and answer the questions in the book.</p> <p>Have Ss do the task in pairs.</p> <p>Call on some Ss to write down the answers on the board.</p> <p>Compare the answers and check the exercise in front of the class as a whole.</p> <p>Give correct answers:</p>	Pair work
8'		

1. *Ten years ago.*
2. *Because there are many modern stores now*
3. *Because she likes looking at Vietnamese women in their so ba ba's*
4. *To the Mekong Delta.*
5. *She feels very excited.*

Tapescript 2

Mrs. Brown: I can't believe how much this town has changed!

Lien: Well, there have been a lot of changes here.

Mrs. Brown: When I first came here 10 year ago, the town was not as noisy as it is now. Most of the streets were quite deserted at night.

Lien: Yes, our town was quiet then. In fact, there were only a few stores on this street, and er.... There was very little traffic. But don't you think my hometown looks much nicer now?

Mrs. Brown: Yeah. With many modern stores and a nice supermarket ! H'myou used to buy food in a small market, didn't you?

Lien: That's right. The market was moved to another place five years ago . And you see... they build a supermarket in its place. Now we often shop in the new supermarket.

*Mrs. Brown : D'you remember how I was amazed when you first showed me that little market with vendors dressed in their typical **ao ba ba's** ?*

Lien: Yes..... And you seemed to be very impressed!

Mrs. Brown: You know, that traditional market made shopping very special to me.

	<p><i>Lien: Well, next week, on our trip to the Mekong Delta, you'll have a chance to do your shopping on the river, in a floating market.</i></p> <p><i>Mrs. Brown: Shopping on the river? How interesting! I can't wait to go there.</i></p>	
5'	<p style="text-align: center;">POST-LISTENING</p> <p>Ask Ss to work in pairs and talk about the changes in their neighborhood or town.</p> <p>Tell Ss to talk about the houses, the roads, the public places, etc.</p> <p>Call on some pairs to talk in front of the class.</p> <p>Make necessary corrections regarding Ss' pronunciation and intonation.</p> <p>Give suggested answers:</p> <p><i>A: Your hometown looks nicer than before, I think.</i></p> <p><i>B: Yeah. You see, the roads around here have been widened.</i></p> <p><i>A: I can see many modern houses here, too</i></p> <p><i>B: Exactly. Look over there. There is a new supermarket just round the corner.</i></p> <p><i>A: This is a much nicer place to live now than it used to be. It is much greener.</i></p>	Pair work
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarize the main points.</p> <p>Assign homework.</p>	Whole class

Supplements

Exercise

Put the verbs with *-ed* ending under appropriate heading:

attacked *blamed* *promised* *waited*
liked *decided* *helped* *pushed*

counted *started* *watched* *lived*
avoided *talked* *seemed* *turned*

/d/	/t/	/id/

Answers:

/d/	/t/	/id/
<i>blamed</i> <i>seemed</i> <i>lived</i> <i>turned</i>	<i>attacked</i> <i>promised</i> <i>liked</i> <i>helped</i> <i>pushed</i> <i>watched</i> <i>talked</i>	<i>waited</i> <i>decided</i> <i>avoided</i> <i>counted</i> <i>started</i>

PERIOD 4
(Speaking)

I. Aim

Giving opinions about plans

II. Objectives

By the end of the lesson, Ss will be able to express their arguments for and against by using expressions such as *I agree with you...*, *I don't think...*

III. Materials

Textbook, whiteboard markers,...

IV. Anticipated problems

Ss may have difficulty in finding ideas supporting their arguments.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>												
7'	<p style="text-align: center;">WARM-UP</p> <p>Agree or disagree? Give out 10 expressions showing agreements and disagreements. Ask Ss to work in groups and put the expressions under appropriate heading.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Agreement</th> <th>Disagreement</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p><i>I agree entirely with your point of view.</i> <i>You may be right. However, I think...</i> <i>I don't agree with you at all.</i> <i>I think you are right.</i> <i>I completely agree.</i> <i>I'm afraid...</i></p> <p>Answers:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Agreement</th> <th style="width: 50%;">Disagreement</th> </tr> </thead> <tbody> <tr> <td><i>I agree entirely with your point of view.</i></td> <td><i>You may be right. However, I think...</i></td> </tr> <tr> <td><i>I think you are right.</i></td> <td><i>I don't agree with you at all.</i></td> </tr> <tr> <td><i>I completely agree.</i></td> <td><i>I'm afraid...</i></td> </tr> </tbody> </table>	Agreement	Disagreement			Agreement	Disagreement	<i>I agree entirely with your point of view.</i>	<i>You may be right. However, I think...</i>	<i>I think you are right.</i>	<i>I don't agree with you at all.</i>	<i>I completely agree.</i>	<i>I'm afraid...</i>	Group work
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10'	<p style="text-align: center;">PRE-SPEAKING</p> <p>Set the scene <i>Some people in Minh's neighborhood are giving their opinions on the town's plan of building a supermarket in the place of a small market. Discuss and write down the advantages and</i></p>	Pair work												

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p><i>disadvantages that the plan may bring to the people in the town and on nearby farms.</i></p> <p>Go around the class and provide help when necessary.</p> <p>Gather and write the ideas on the board.</p> <p>Suggested answers:</p> <p><i>Advantages</i></p> <ul style="list-style-type: none"> - <i>Clean place for shopping</i> - <i>Variety of products to buy</i> - <i>Goods sold at reasonable prices with no bargaining</i> - <i>More jobs for young people</i> <p><i>Disadvantages</i></p> <ul style="list-style-type: none"> - <i>No place for local farmers to sell their produce</i> - <i>Lack of a friendly atmosphere</i> - <i>Low-income vendors' loss of work</i> 	
15'	<p style="text-align: center;">WHILE-SPEAKING</p> <p>Have Ss work in groups of 4 and talk about the effects of building of a supermarket to replace a small traditional market in their neighborhood by using the expressions in the box and ideas discussed in Pre-speaking.</p> <p>Tell Ss that there should be two members in the group who agree with the building and two members who disagree.</p> <p>Let Ss follow the example in the book if necessary.</p> <p>Call on some groups to act out the discussion in front of the class.</p> <p>Make necessary comments and give suggested answers:</p>	Group work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p><i>A: There's a plan to build a new supermarket in this place.</i></p> <p><i>B: You mean right here, at this market?</i></p> <p><i>A: Yeah. I've heard they're going to remove this market.</i></p> <p><i>B: It's good. Then, we'll have a clean place for shopping.</i></p> <p><i>C: I agree with you. And we won't have to waste time bargaining.</i></p> <p><i>D: You may all be right. But many low - income vendors won't have a place to sell their goods.</i></p> <p><i>B: Well, you see - It's wet and dirty here. It's more comfortable walking around in a cool place, while doing the shopping.</i></p> <p style="text-align: center;">*****</p> <p><i>A: We all know the town is planning to build a supermarket in the place of a small market. What do you think about that?</i></p> <p><i>B: I think it's a good idea. If a supermarket is built, we will have a clean place for shopping with a variety of products.</i></p> <p><i>A: I totally agree with you. We won't have to worry about the quality of the products sold in the supermarket.</i></p> <p><i>C: You may be right. However, I don't think a supermarket will provide us a cozy atmosphere because there is no bargaining like in a market.</i></p> <p><i>D: I agree with you. And what's more? We may have to buy products in the supermarket at a higher price.</i></p> <p>...</p>	

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	<p style="text-align: center;">POST-SPEAKING</p> <p>Ask Ss to work in pairs and tell their partner whether they like shopping in a small traditional market or in a large modern supermarket.</p> <p>Encourage Ss to give reasons for their preference.</p> <p>Call on some Ss to give a short talk in front of the class.</p> <p>Make necessary comments and corrections.</p>	Pair work
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarize the main points.</p> <p>Assign homework.</p>	Whole class

Supplements

Reading

Structures for agreements and disagreements

<i>Agreement</i>	<i>Disagreement</i>
<p style="text-align: center;">STRONG AGREEMENT</p> <p><i>I completely agree.</i></p> <p><i>I agree entirely with your point of view.</i></p> <p><i>I'm of exactly the same opinion.</i></p>	<p style="text-align: center;">STRONG DISAGREEMENT</p> <p><i>I totally disagree with you.</i></p> <p><i>I don't agree with you at all.</i></p> <p><i>You're completely mistaken.</i></p> <p><i>I disagree entirely.</i></p>
<p style="text-align: center;">NEUTRAL AGREEMENT</p> <p><i>I agree.</i></p> <p><i>I think we are in agreement on that.</i></p> <p><i>I think you are right.</i></p>	<p style="text-align: center;">NEUTRAL DISAGREEMENT</p> <p><i>I don't completely agree with you on that.</i></p> <p><i>I can't really agree with you on that.</i></p> <p><i>I can't say that I share your view.</i></p> <p><i>I'm not totally convinced by your argument.</i></p> <p><i>I can't accept your point of view.</i></p>

	<p><i>I can't help feeling that...</i></p> <p><i>I feel I must disagree.</i></p>
<p>PARTIAL AGREEMENT</p> <p><i>I agree with you on the whole, but it could be said that...</i></p> <p><i>I agree in principle, but...</i></p> <p><i>By and large I would accept your views, but...</i></p> <p><i>Although I agree with most of what you've said, I find it difficult to agree with your point about...</i></p>	<p>SOFTEN NEUTRAL DISAGREEMENT</p> <p><i>I'm afraid...</i></p> <p><i>I'm sorry...</i></p> <p><i>With respect...</i></p> <p><i>I respect your opinion of course, however...</i></p>
<p>SOFTENING STRONG DISAGREEMENT</p> <p><i>Frankly (thẳng thắn)...</i></p> <p><i>To be frank...</i></p> <p><i>With respect...</i></p>	<p>TACTFUL DISAGREEMENT</p> <p><i>I agree up to a point, but...</i></p> <p><i>To a certain extent I agree with you, but...</i></p> <p><i>You have a point there, but...</i></p> <p><i>I take /see your point, but have you considered...?</i></p>

PERIOD 5 & 6

(Writing)

I. Aim

Writing and giving directions

II. Objectives

By the end of the lesson, Ss will be able to write a letter giving directions to a certain place and present it in front of the class by using useful expressions such as *go straight ahead, walk past, ...*

III. Materials

Textbook, whiteboard markers,...

IV. Anticipated problems

Ss may find it difficult to give directions in a letter.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>										
7'	<p style="text-align: center;">WARM-UP</p> <p>Matching</p> <p>Ask Ss to work in pairs and match the words in A with the ones in B to make good words about directions</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">A</th> <th style="text-align: center;">B</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1. <i>turn</i></td> <td style="text-align: center;">a. <i>walking</i></td> </tr> <tr> <td style="text-align: center;">2. <i>go</i></td> <td style="text-align: center;">b. <i>past</i></td> </tr> <tr> <td style="text-align: center;">3. <i>keep</i></td> <td style="text-align: center;">c. <i>left</i></td> </tr> <tr> <td style="text-align: center;">4. <i>walk</i></td> <td style="text-align: center;">d. <i>straight ahead</i></td> </tr> </tbody> </table> <p>Answers:</p> <p style="text-align: center;">1. <i>c</i> 2. <i>d</i> 3. <i>a</i> 4. <i>b</i></p>	A	B	1. <i>turn</i>	a. <i>walking</i>	2. <i>go</i>	b. <i>past</i>	3. <i>keep</i>	c. <i>left</i>	4. <i>walk</i>	d. <i>straight ahead</i>	Pair work
A	B											
1. <i>turn</i>	a. <i>walking</i>											
2. <i>go</i>	b. <i>past</i>											
3. <i>keep</i>	c. <i>left</i>											
4. <i>walk</i>	d. <i>straight ahead</i>											
20'	<p style="text-align: center;">PRE-WRITING</p> <p>Set the scene</p> <p><i>During his short stay in the States with his uncle, Minh was invited to Jack's house in a small town. As Minh didn't know the way around, Jack wrote Minh a letter in which he gave directions to Minh to get to the place.</i></p> <p>Ask Ss to read Jack's letter quickly and answer the questions about the letter:</p> <ol style="list-style-type: none"> 1. <i>Where is Jack's house?</i> 2. <i>Is this the first time Minh comes to Jack's hometown?</i> 3. <i>How long will it take Minh to walk from Jack's house to the bus stop?</i> 4. <i>What is Jack's phone number?</i> 	Pair work										

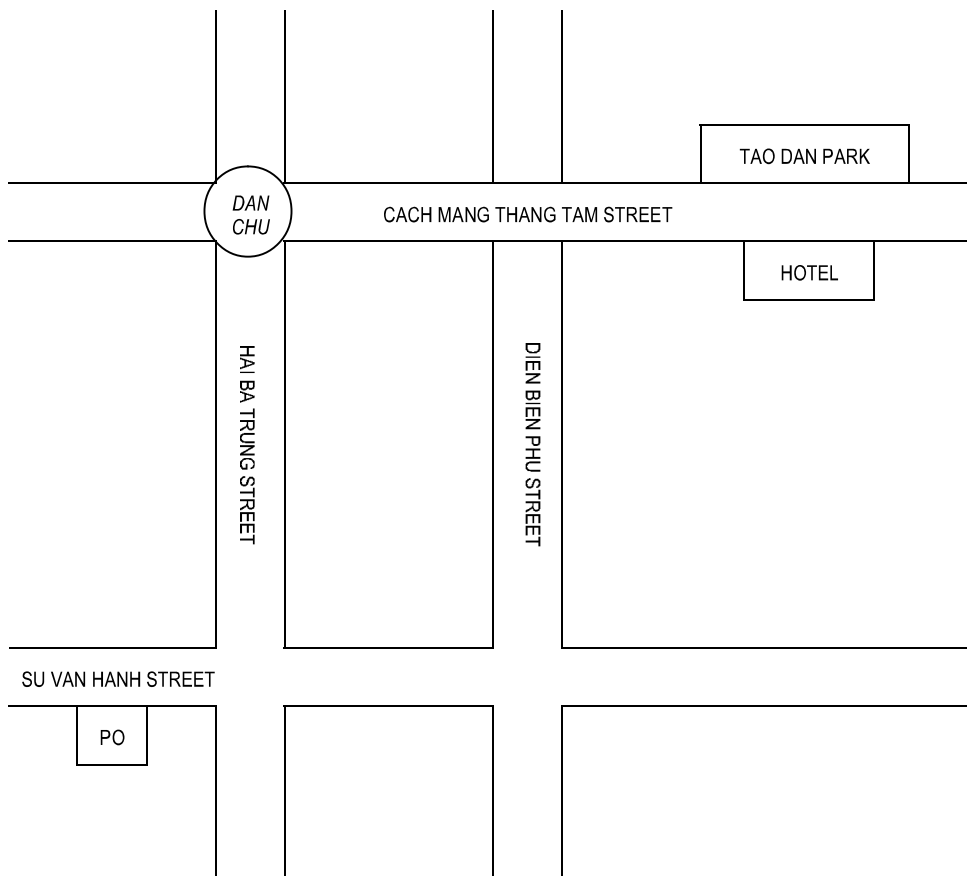
<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Have Ss compare the answers with a friend.</p> <p>Call on some Ss to answers the questions in front of the class.</p> <p>Feedback and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>It's at 104 Park Road.</i> 2. <i>Yes, it is.</i> 3. <i>It'll take him 15 minutes.</i> 4. <i>His phone number is 501 21405.</i> <p>Ask Ss to read the letter again and underline the useful expressions that Jack uses to give Minh directions to his house.</p> <p>Gather all the useful expressions and write them on the board.</p> <p>Make sure Ss understand all the expressions.</p> <p>Further explain when necessary.</p>	
40'	<p style="text-align: center;">WHILE-WRITING</p> <p>Set the scene</p> <p><i>Now you work independently and write a letter to a new friend of yours to invite him or her to your house for the weekend. Give him/her directions and include a map so that he /she can get to your house easily.</i></p> <p>Encourage Ss to simplify the directions to their house.</p> <p>Go around the class and provide help if necessary.</p> <p>Pick up some writings and check the exercise in front of the class.</p> <p>Write some sentences which contain typical mistakes on the board and ask Ss to find out and correct the mistakes.</p>	Individual work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<p>Give suggested answers:</p> <p><i>150 Su Van Hanh</i></p> <p><i>District Ten</i></p> <p><i>Ho Chi Minh</i></p> <p><i>October 25, 2006</i></p> <p><i>Dear Jim,</i></p> <p><i>I'm glad to know that you have come to Viet Nam for a short visit. It would be great if you could come over for dinner with my family this weekend. Some old friends of mine are also joining us, and I would like to introduce them to you.</i></p> <p><i>Well, since you haven't been to my house before, you can follow the directions on the map enclosed</i></p> <p><i>From your hotel opposite Tao Dan Park turn left and go along Cach Mang Thang Tam Street, past Dien Bien Street. When you reach Dan Chu Traffic Circle, turn left into 3 Thang 2 Street. Keep going till you see the Hoa Binh Theater on your right . Go past Hoa Binh Theater and turn right into Su Van Hanh Street. Go about 200 meters, and you'll see my house on your left, next to the post office.</i></p> <p><i>Looking forward to seeing you on the weekend.</i></p> <p>See the Supplements for the map.</p>	
20'	<p style="text-align: center;">POST-WRITING</p> <p>Hang the map of Ss' city (Ha Noi, Ho Chi Minh City,...) on the board.</p> <p>Ask Ss to go the board and give directions from their school to some certain places in the city.</p> <p>E.g:</p> <p>Give directions from your school to <i>Hoan Kiem</i></p>	<p>Individual work and Whole class</p>

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
	<i>Lake, West Lake, Temple of Literature, ...</i> Comment and give necessary corrections.	
3'	WRAPPING Summarize the main points. Assign homework.	Whole class

Supplements

Map for the writing



PERIOD 7
(Language focus)

I. Aim

Revision of *prepositions of directions, conditional sentence type 1, in spite of* and *despite*

II. Objectives

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

- use the prepositions of directions correctly.
- review the conditional sentence type 1.
- distinguish *because of, in spite of* and *despite* and use them appropriately.

III. Materials

Textbook, whiteboard markers,...

IV. Anticipated problems

Ss may confuse the use of *in spite of* and *despite*.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	<p style="text-align: center;">WARM-UP</p> <p>Sentence Race</p> <ol style="list-style-type: none">1. Prepare a list of reviewed vocabulary words about life in the community such as <i>market, vendor,...</i>2. Write each word on two small pieces of paper. That means writing the word twice, once on each paper.3. Organize the pieces like bundles, 2 bundles, 2 sets of identical words.	Whole class

	<p>4. Divide the class into 2 teams. Get them to make creative team names.</p> <p>5. Distribute each list of words to both teams. Every student on each team should have a paper. Both teams have the same words.</p> <p>6. When you call a word, 2 students should stand up, one from each team. The students must then run to the blackboard and race to write a sentence using their word.</p> <p>The winner is the one with a correct and clearly written sentence.</p>	
5'	<p style="text-align: center;">PRESENTATION 1</p> <p>Explain the prepositions of directions in the box verbally or by using illustrated pictures.</p> <p>Ask Ss to give examples with the prepositions.</p> <p>Make sure Ss understand the meaning and the use of the prepositions.</p>	Whole class
5'	<p style="text-align: center;">PRACTICE 1</p> <p>Have Ss do the exercise individually: Complete the exchanges with the words or phrases in the box.</p> <p>Tell Ss to compare their answers with a friend.</p> <p>Check the exercise in front of the class as a whole.</p> <p>Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>next</i> 2. <i>as far as</i> 3. <i>In front of</i> 4. <i>above</i> 5. <i>to</i> 6. <i>across</i> 	Individual work

5'	<p style="text-align: center;">PRESENTATION 2</p> <p>Conditional Sentences type 1</p> <p>Form <i>S₁ + do, S₂ + will + do.</i></p> <p>Use <i>Conditional sentences type 1 expresses a possible condition and its probable result in the future.</i></p> <p>Ask Ss to give examples to illustrate the grammar point.</p> <p>Tell Ss to pay special attention to the difficult examples such as:</p> <p><i>If it rains tomorrow, I will stay at home.</i></p> <p><i>If I pass the exam, my parents will be very happy.</i></p> <p>...</p>	Whole class
5'	<p style="text-align: center;">PRACTICE 2</p> <p>Have Ss work in pairs and do the exercise a): Complete the exchanges by using the appropriate form of the verbs in parentheses.</p> <p>Call on some pairs to read the completed exchanges aloud in front of the class.</p> <p>Make necessary comments and corrections.</p> <p>Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>hurry; I'll catch / can catch</i> 2. <i>'ll go; finish</i> 3. <i>'ll have; work</i> 4. <i>has; 'll spend</i> 5. <i>rains; will be</i> 	Individual work
5'	<p style="text-align: center;">PRESENTATION 3</p> <p>Explain the use of <i>because of</i>, <i>in spite of</i> and <i>despite</i>.</p>	Whole class

	<p><i>because of / in spite of / despite + noun phrase</i></p> <p><i>because of</i> expresses reasons</p> <p><i>in spite of / despite</i> expresses opposite ideas</p> <p>Write some sentences on the board and analyze them to further explain the difference between <i>because of</i> and <i>in spite of / despite</i></p>	
5'	<p style="text-align: center;">PRACTICE 4</p> <p>Let Ss do the exercise in pairs: Fill in the blanks with <i>because of</i> or <i>in spite of / despite</i>.</p> <p>Ask Ss to read the sentences carefully before doing the task.</p> <p>Call on some Ss to read the sentences aloud in front of the class.</p> <p>Feedback and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>Because of</i> 2. <i>Despite / In spite of</i> 3. <i>despite / in spite of</i> 4. <i>because of</i> 5. <i>Because of</i> 6. <i>Despite / In spite of</i> 7. <i>because of</i> 8. <i>Despite / In spite of</i> 	Pair work
5'	<p style="text-align: center;">PRACTICE 5</p> <p>Instruct the task: Combine the pairs of sentences using <i>because of</i> or <i>in spite of</i>.</p> <p>Go around the class and provide help if necessary because Ss may have difficulty in changing a clause into a noun phrase.</p> <p>Call on some Ss to write their answers on the board and check the exercise in front of the class as a whole.</p>	Individual work

	<p>Feedback and give correct answers:</p> <ol style="list-style-type: none">2. <i>People in our community lead a happy life in spite of their lack of modern conveniences.</i>3. <i>There was a crash last night because of the slippery road.</i>4. <i>The inhabitants here don't want to leave their village because of the love for their beautiful age-old tradition.</i>5. <i>They're going to build a casino in this area despite the townspeople's protest.</i>6. <i>Children were swimming for hours in spite of the cold water.</i>	
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CONSOLIDATION 2

Unit 5 - 8

Answers to consolidation 2

LISTENING COMPREHENSION

a)

- | | |
|-------------------|------------------------|
| 1. 33 million | 2. playing games |
| 3. World Wide Web | 4. talk to one another |
| 5. cables | |

b)

- | | | |
|------|------|------|
| 1. D | 2. B | 3. A |
| 4. D | 5. A | |

Tapescript

a)

At present, more than 33 million people use the Internet and over three million computers worldwide are linked in. They use the Internet for transferring data, playing games, socializing with other computer users, and sending e-mail (electronic mail). "Cyberspace" is the term we give to this entire electronic domain. Whenever you are using one of the on-line services such as e-mail or the Word Wide Web, you are in cyberspace. Despite the confusing techno-jargon that surrounds it, the Internet is simple: computer users talk to one-another through a network that uses phone lines, cables, and fiberoptic lines

New words:

On-line services: *các dịch vụ trực tuyến*

Domain: *miền (trên mạng Internet)*

Cyberspace: *không gian máy tính*

Confusing jargon: *từ kỹ thuật khó hiểu*

b)

1

Woman: Did you see the movie on Channel Seven last night?

Man: No. I was busy with my math assignment.

Question: *What is the man's job?*

2

Man: Do you like camping?

Woman: Oh yes, very much, particularly those that provide physical benefits such as hiking, swimming, and cycling.

Question: *What are her preferable camping activities?*

3

Man: Why didn't Mai go to the picnic with us?

Woman: I forgot to tell her about our change in plans.

Question: *Why didn't Mai go to the picnic?*

4

Man: Have you ever seen Modern Times directed by Charlie Chaplin?

Woman: What a great fun!

Question: *What does the woman mean?*

5

Man: Make thirty copies for me and twelve copies for Mr. Nam

Woman: As soon as I make the final correction on the original.

Question: *How many copies does the man need?*

VOCABULARY

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 | | |

GRAMMAR AND STRUCTURE

a)

1. I haven't been invited
2. Has it been repaired
3. was moved
4. Did they use
5. I did not use
6. I am not going to fly
7. will get
8. have they bought; has been sold

b)

9. Our teacher advised us to have a spirit of fair play in sports.
10. They invited me go to out to dinner with them
11. The student apologized for not going to class the day before.
12. My friend promised / offered to help me with the homework if I had trouble with it .
13. Minh suggested going camping on our next vacation.
14. Lan refused to lend me her dictionary because she needed it then .

c)

15. Because of the heavy rain. / Because it rained heavily.
16. Because of its low price. / Because it was cheap.
17. Because of her poor heath. / She has poor health.
18. because of their hospitality. / Because they are hospitable
19. Because of his injured legs. / Because his legs were injured.
20. Because of the narrow road. / Because the road is narrow.

READING

a)

- | | | |
|------|-------|-------|
| 1. F | 2. NI | 3. NI |
| 4. T | 5. NI | 6. F |
| 7. T | | |

b)

1. took off
2. regulate
3. interfere
4. concert hall (s)
5. pacemaker

WRITING

Suggested writing

Outline

- *Expressing thanks for the invitation*
- *Expressing acceptance*
- *Confirming the plan*
- *Promising to bring something to the place*

WRITING

October 24, 2006,

Dear Lam,

Thank for your letter of October 18th, in which you invited me to join the picnic on this Saturday. Well, I'm free on that day and very glad to be with you at the picnic.

I'll be at school at exactly 6:30 a.m for the departure.

I'll take care of the fruit for our picnic lunch.

Can't wait to join you then.

Huong

Phụ lục 1

hướng dẫn các trò chơi và hoạt động thực hành trong giờ học

1. Chain game

- Chia lớp thành các nhóm (số nhóm và số học sinh trong mỗi nhóm tùy vào giáo viên).
- Giáo viên nói một câu.
- Các nhóm lần lượt đặt các câu nối tiếp câu của giáo viên và của các nhóm khác.
- Nhóm nào đặt được nhiều câu hơn thì thắng cuộc.

VD:

- + Teacher: Today I go to bookstore to buy a book.
- + Group 1: Today I go to bookstore to buy a book and two pens.
- + Group 2: Today I go to bookstore to buy a book, two pens and a ruler.
- + Group 3:

2. Guessing game

- Học sinh viết một từ hoặc một câu vào một mảnh giấy sử dụng cấu trúc câu đang luyện tập.
- Yêu cầu một học sinh lên đứng trước lớp. Các học sinh khác đặt câu hỏi dạng Yes/No để đoán từ hoặc câu của bạn mình. Nếu lớp có học sinh đoán đúng thì học sinh trên bảng đọc to câu hoặc từ cho cả lớp nghe.
- Học sinh nào đoán đúng từ hoặc câu của bạn sẽ lên thay thế và tiếp tục trò chơi.
- Giáo viên cũng có thể tổ chức cho học sinh chơi theo nhóm.

3. Noughts and crosses

- Kẻ chín ô vuông trên bảng, mỗi ô có chứa một từ (hoặc một hình vẽ). VD:

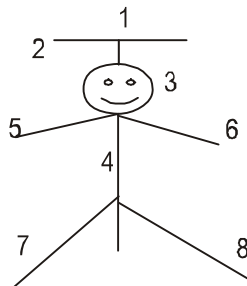
<u>supermarket</u>	<u>souvenir shop</u>	<u>school</u>
<u>post office</u>	<u>bookstore</u>	<u>movie theater</u>
<u>hotel</u>	<u>street</u>	<u>village</u>

- Chia học sinh thành hai nhóm: một nhóm là "Noughts" (O) và một nhóm là "Crosses" (X).
- Hai nhóm lần lượt chọn từ trong các ô và đặt câu với từ đó. VD: There is a post office near my house.
- Nhóm nào đặt câu đúng sẽ được một "O" hay "X".

- Nhóm nào có ba “O” hoặc “X” trên một hàng ngang, dọc hoặc chéo sẽ thắng cuộc.

4. Hangman

- Giáo viên gợi ý số chữ của từ cần đoán bằng số gạch ngắn trên bảng.
- Yêu cầu học sinh đoán các chữ có trong từ.
- Nếu học sinh đoán sai, giáo viên gạch một gạch (theo thứ tự trong hình vẽ).
- Học sinh đoán sai tám lần thì thua cuộc, giáo viên giải đáp từ.



5. Lucky numbeRs

- Chia lớp thành các nhóm, tùy theo số lượng học sinh trong lớp.
- Giáo viên viết lên bảng một vài con số.

VD:

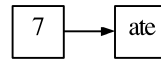
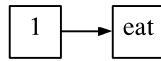
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>

- Trong các số đó có những số may mắn. VD: 2, 5, 3.
- Nếu chọn trúng số may mắn, học sinh được 2 điểm mà không phải làm gì.
- Mỗi số còn lại ứng với một câu hỏi hoặc một yêu cầu, nếu trả lời đúng hoặc làm đúng yêu cầu, học sinh sẽ được 2 điểm. Nếu một nhóm trả lời sai, các nhóm khác có quyền tiếp tục trả lời câu hỏi đó.
- Khi các số đã được chọn hết, nhóm nào có nhiều điểm hơn thì thắng cuộc.

6. Pelmanism

- Giáo viên chuẩn bị một số thẻ bằng bìa, một mặt đánh máy, một mặt có nội dung muốn học sinh luyện tập.

VD: Nội dung luyện tập là động từ thời hiện tại và thời quá khứ.



- Dán các thẻ đó lên bảng, úp mặt có nội dung luyện tập vào bảng.
- Chia lớp ra làm hai nhóm. Lần lượt yêu cầu mỗi nhóm chọn hai thẻ.
- Lật hai thẻ học sinh đã chọn, nếu khớp nhau (VD: eat - ate) thì được tính điểm. Nếu không khớp, lật úp lại như cũ và tiếp tục trò chơi cho đến khi tất cả các thẻ được lật.
- Nhóm nào được nhiều điểm hơn thì thắng.

7. Jumbled words

- Giáo viên viết một số từ có các chữ bị xáo trộn lên bảng.
- Yêu cầu học sinh sắp xếp lại các chữ thành từ có nghĩa.

8. word square

- Giáo viên viết ô chữ lên bảng hoặc chuẩn bị sẵn trên bìa.
- Nêu chủ điểm của các từ và số lượng từ cần tìm trong ô chữ.
- Chia lớp ra làm 2 nhóm. Mỗi nhóm cử đại diện lên bảng khoanh tròn các từ tìm thấy (theo hàng ngang, dọc, chéo).
- Nhóm nào tìm được nhiều từ hơn thì thắng.

9. Matching

- Giáo viên viết các từ mới hoặc từ muốn ôn lại cho học sinh thành một cột. Viết ý nghĩa, từ tiếng Việt, hoặc vẽ thành một cột khác không theo thứ tự của các từ ở cột kia.
- Yêu cầu học sinh nối các từ tương ứng ở hai cột với nhau.

10. Simon says

- Giáo viên hô to các câu mệnh lệnh. Học sinh chỉ làm theo mệnh lệnh của giáo viên nếu giáo viên bắt đầu bằng một câu: "Simon says".

VD:

- + Nếu giáo viên nói: "Simon says: stand up!" học sinh sẽ đứng dậy.
- + Nếu giáo viên nói: "stand up !" học sinh không làm theo mệnh lệnh đó
(Có thể tổ chức trò chơi theo nhóm, nhóm nào có ít học sinh phạm lỗi sẽ thắng.)

11. Rub out and remember

- Giáo viên viết các từ mới lên bảng, cho học sinh đọc vài lần để ghi nhớ.
- Xoá dần từng từ tiếng Anh và yêu cầu học sinh nhìn từ tiếng Việt để đọc lại các từ bị xoá.
- Khi các từ tiếng Anh đã bị xoá hết, yêu cầu học sinh lên viết lại.

12. Slap the board

- Giáo viên viết từ mới hoặc dán tranh lên bảng.
- Goi hai nhóm lên bảng, mỗi nhóm từ bốn đến năm học sinh.
- Yêu cầu các nhóm đứng cách bảng một khoảng bằng nhau.
- Giáo viên hô to từ tiếng Việt nếu từ trên bảng bằng tiếng Anh và ngược lại (nếu dùng tranh vẽ thì hô to từ tiếng Anh).
- Lần lượt từng học sinh ở hai nhóm chạy lên bảng, vỗ vào từ được gọi.
- Học sinh thuộc nhóm nào làm đúng và nhanh hơn thì nhóm đó ghi điểm.
- Nhóm nào ghi được nhiều điểm hơn thì thắng.

13. Find someone who

- Giáo viên kẻ biểu bảng sau lên bảng. Học sinh kẻ vào vở.

	<u>Name</u>
<u>swim</u>	<u>Tuan</u>
<u>play the guitar</u>	
<u>cook</u>	
<u>speak French</u>	
<u>use a computer</u>	

- Yêu cầu học sinh đặt câu hỏi Yes/No cho những từ ở cột dọc. Ví dụ: Can you swim?

- Làm mẫu với một học sinh. Hỏi một câu hỏi bất kỳ trong bảng. Nếu học sinh trả lời “Yes”, ghi tên của học sinh vào cột “Name”. Lưu ý học sinh rằng các em phải điền vào cột “Name” các tên khác nhau.
- Yêu cầu học sinh đứng dậy đi quanh lớp và hỏi các bạn mình. Học sinh nào điền đủ tên vào cột “Name” trước là người chiến thắng.

14. Kim’s game

- Chia lớp ra làm các nhóm.
- Cho học sinh xem xét đồ vật, tranh vẽ hoặc các từ trong một khoảng thời gian ngắn. Yêu cầu học sinh không được viết mà chỉ ghi nhớ.
- Cất các đồ vật, tranh vẽ đi hoặc xoá từ.
- Goi đại diện các nhóm lên bảng viết lại tên các đồ vật, tranh vẽ hoặc các từ vừa xem. Nhóm nào nhớ được nhiều nhất thì thắng.

15. Answers given

- Giáo viên viết một số câu lên bảng
- Học sinh đọc bài khoá và đặt câu hỏi cho các câu trả lời đó.

16. ordering statements

- Giáo viên viết lên bảng một số câu nói về nội dung chính của bài đọc hoặc bài nghe nhưng không theo mạch của câu chuyện.
- Học sinh làm việc theo cặp hoặc nhóm để đoán thứ tự của các câu.
- Giáo viên viết lên bảng dự đoán của một số nhóm.
- Học sinh mở sách đọc bài khoá hoặc nghe băng để kiểm tra lại dự đoán của mình.

17. ordering vocabulary

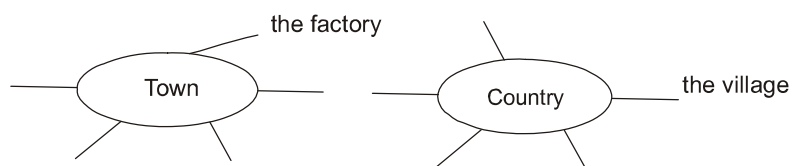
- Giáo viên viết một số từ lên bảng và yêu cầu học sinh viết vào vở.
- Giáo viên đọc một đoạn hoặc cho học sinh nghe băng và yêu cầu đánh số thứ tự (1, 2, 3...) trước các từ nghe được.

18. picture drill.

- Giáo viên chuẩn bị một số tranh vẽ và yêu cầu học sinh đặt câu dựa theo nội dung tranh.

19. Networks

- Viết mang từ lên bảng. VD:



- Học sinh làm việc cá nhân hoặc theo nhóm, tìm những thông tin về chủ điểm đã cho, sau đó so sánh với bạn cùng cặp hoặc nhóm. Giáo viên tập hợp các thông tin phản hồi từ học sinh.

20. survey

- Giáo viên nêu chủ điểm hoặc viết câu hỏi lên bảng.
- Học sinh làm việc theo cặp hoặc nhóm, hỏi đáp và ghi các thông tin về bạn mình.
- Sau khi học sinh phỏng vấn xong, giáo viên yêu cầu một số học sinh tường thuật lại các thông tin ghi được.

21. substitution drill

- Giáo viên cho học sinh lặp lại câu có cấu trúc cần luyện tập.
- Giáo viên đọc từ học sinh cần thay thế. Học sinh đọc câu đã được thay thế.

22. true/ false repetition drill

- Giáo viên đọc một câu có chứa cấu trúc đang luyện tập. Nếu câu này đúng với thực tế thì học sinh lặp lại theo giáo viên. Nếu không đúng, học sinh không lặp lại.

23. what and where

- Giáo viên vẽ các vòng tròn lên bảng tương ứng với số lượng từ vừa dạy.
- Viết từ vào các vòng tròn.
- Cho học sinh đọc lại các từ đó.
- Lần lượt xoá các từ trong vòng tròn, chỉ vào vòng tròn trống và yêu cầu học sinh đọc lại.

- Yêu cầu học sinh viết lại các từ vào đúng vị trí trong vòng tròn.

24. word cue drill

- Tương tự hoạt động “Picture Drill”, nhưng thay vì sử dụng tranh vẽ, giáo viên sử dụng các từ gợi ý để luyện tập cho học sinh.

25. true/false statements

- Giáo viên viết một số câu lên bảng trong đó có một số câu đúng và một số câu sai.
- Học sinh đọc bài khoá hoặc nghe băng để xác định câu nào đúng, câu nào sai.

26. true/false prediction

- Giáo viên viết một số câu nói về ý chính của bài tập hoặc bài nghe lên bảng, trong đó có một số câu đúng và số còn lại là câu sai.
- Học sinh làm việc theo nhóm hoặc cặp dự đoán các câu đúng và các câu sai.
- Giáo viên viết lên bảng dự đoán của học sinh.
- Học sinh đọc bài khoá hoặc nghe băng để kiểm tra bài làm.

27. tongue twisters

- Giáo viên đọc hoặc mở băng một đoạn băng (chứa ít hoặc nhiều câu). Học sinh nghe chép vào vở và nhắc lại yêu cầu chính xác cả từ và ngữ điệu. Nhóm nào nhắc lại chính xác hơn sẽ là đội chiến thắng.

28. Brainstorming

- Giáo viên yêu cầu học sinh luyện tập theo nhóm, liệt kê các ý có liên quan đến chủ đề đang thảo luận.
- Giáo viên tổng hợp ý lên bảng hoặc yêu cầu đại diện các nhóm trình bày.
- Nhóm nào có nhiều ý chính xác, phù hợp với chủ đề sẽ là nhóm chiến thắng.

29. Mapped Dialogue

- Giáo viên viết một vài từ gợi ý hoặc vẽ hình minh hoạ lên bảng.
- Giáo viên trình bày đoạn hội thoại dựa vào từ gợi ý hoặc hình vẽ đó.
- Rèn luyện bài hội thoại với cả lớp.
- Học sinh luyện tập theo cặp.

30. Rub out and Remember Dialogue

- Giáo viên viết đoạn hội thoại ngắn (không quá 6 dòng) lên bảng.
- Giáo viên đọc mẫu từng câu. Học sinh lặp lại theo giáo viên.
- Giáo viên xoá đi một số từ. Học sinh tiếp tục luyện tập bài hội thoại đồng thanh cả lớp.
- Cứ tiếp tục như vậy khi không còn từ nào trên bảng và học sinh đã ghi nhớ bài hội thoại.
- Học sinh viết lại đoạn hội thoại lên bảng và luyện tập.

31. Open Prediction

- Giáo viên thiết lập một tình huống giới thiệu chủ đề bài đọc hoặc bài nghe.
- Giáo viên yêu cầu học sinh đoán những thông tin sẽ đọc hoặc nghe.
- Giáo viên (hoặc học sinh) ghi dự đoán của mình lên bảng.
- Học sinh đọc bài khoá hoặc nghe băng để kiểm tra xem mình đoán đúng được bao nhiêu.

32. Transformation Writing

- Giáo viên phát cho học sinh hoặc viết lên bảng một đoạn văn ngắn hoặc một bức thư.
- Học sinh đọc đoạn văn và viết lại đoạn văn theo yêu cầu của giáo viên. Có thể biến đổi thông tin theo nhiều cách khác nhau:
 - Biến đổi ngữ pháp: thì (hiện tại sang quá khứ), ngôi (/ sang he), câu gián tiếp sang trực tiếp...
 - Biến đổi sự kiện: Thời gian, không gian...
 - Biến đổi ý nghĩa: từ buồn sang vui...

33. Buzz

- Học sinh ngồi theo nhóm và đếm theo vòng tròn từ 1 đến 30.
- Khi đếm đến những số chia hết cho 3, thay vì đếm số đó, học sinh nói Buzz.

VD: HS1: 1
 HS2: 2
 HS3: Buzz...
- Nếu học sinh mắc lỗi đếm số thay nói Buzz hoặc đếm nhầm số thì trò chơi phải bắt đầu lại.
- Nhóm nào đếm trôi chảy từ 1 đến 30 mà không mắc lỗi và hoàn thành trò chơi sớm nhất là nhóm chiến thắng.

Phụ lục 2

các bài dịch mẫu

***phần reading* từ bài 1 đến bài 8**

Bài 1. HỌC THEO NHÓM

A. Nghiên cứu cho thấy rằng học sinh, đặc biệt là học sinh trung học và sinh viên đại học có thể học từ bạn cùng lớp ngang bằng hoặc nhiều hơn học từ thầy hay sách vở. Khi học sinh làm việc theo nhóm một cách có hiệu quả, kinh nghiệm có thể là thứ rất quan trọng cải thiện kết quả học tập và sự thoả mãn trong học tập. Danh mục dưới đây miêu tả những hoạt động quan trọng mà một nhóm học tập có thể cùng nhau thực hiện.

Chia sẻ cùng nhau những ghi chép trên lớp

Hãy gặp gỡ với những học sinh khác ngay sau giờ học để chia sẻ và so sánh những điều ghi chép được. Mỗi thành viên trong nhóm có thể hiểu một điều gì đó mà bạn không hiểu và ngược lại.

Thực hiện công việc nghiên cứu

Kết quả điều tra cho thấy rằng rất nhiều học sinh không quen với công tác nghiên cứu, đặc biệt là việc sử dụng thư viện. Hình thành nhóm nghiên cứu là một việc làm hiệu quả để chuẩn bị cho việc trình bày trước lớp các đề tài thuộc các môn học xã hội như lịch sử, địa lý, văn học và kinh tế. Khi làm việc theo nhóm bạn có thể xác định và chia sẻ thông tin để cải thiện cho công việc của chính bản thân bạn.

Xem xét lại kết quả kiểm tra

Sau khi nhận được kết quả bài kiểm tra, các thành viên trong nhóm học tập có thể cùng nhau xem lại bài kiểm tra của từng cá nhân để xác định các lỗi sai, và để tìm ra các đáp án “mẫu” giúp đạt điểm cao. Bạn có thể sử dụng thông tin này cho những bài kiểm tra hay bài tập lớn lần sau.

B. Tuy nhiên không phải tất cả các nhóm học tập đều đạt được sự thành công như nhau. Đôi khi một nhóm học tập không hoạt động có hiệu quả bởi vì các thành viên không biết cách thành lập một nhóm tốt. Những gợi ý dưới đây là các chiến lược để tối đa hoá hiệu quả hoạt động của một nhóm học tập.

Tìm kiếm các thành viên thích hợp

Khi thành lập nhóm hãy tìm những bạn cùng lớp có khả năng tập trung cao, năng động trong lớp và có khả năng phối hợp trong các hoạt động tập thể của nhóm.

Thành lập nhóm có cả hai giới

Các thành viên nên bao gồm cả nam lẫn nữ có tính cách khác nhau. Sự đa dạng này sẽ mang lại cho nhóm bạn những kinh nghiệm sống khác nhau, lối suy nghĩ và các chiến lược học tập khác nhau. Tuy nhiên, hãy chọn bạn cùng nhóm có chung sở thích và lối sống.

Hãy lập những nhóm làm việc với quy mô nhỏ

Một nhóm nhỏ cho phép bạn có được những cuộc thảo luận trực tiếp và cũng dễ dàng hơn để họp mặt nhau bên ngoài lớp học.

Tóm lại, làm việc theo nhóm là một trong những kỹ năng có giá trị trong học tập cũng như trong công việc ngày nay.

Bài 2. AI LÀ AI?

Louis Pasteur là nhà hoá học người Pháp nổi tiếng trên khắp thế giới. Ông đã phát minh ra quy trình tiệt trùng và phát minh ra vắc xin phòng ngừa nhiều bệnh trong đó có bệnh dại. Khi qua đời vào năm 1895, ông đã trở thành vị anh hùng dân tộc và được tôn vinh theo nhiều cách. Người ta tổ chức quốc tang cho ông tại Nhà Thờ Đức Bà ở Pari. Có rất nhiều Viện Pasteur ở một số thành phố ở Việt Nam, nơi người ta có thể được tiêm phòng nhiều loại Vắc xin.

Tôn Thất Tùng là người đi tiên phong trong lĩnh vực phẫu thuật gan. Ông cũng là cha đẻ của phương pháp phẫu thuật gan mới mà đã được mang tên ông. “Phương pháp Tôn Thất Tùng” đã giúp cho một ca phẫu thuật gan được hoàn thành trong vòng từ bốn đến tám phút thay vì từ ba cho đến sáu tiếng đồng hồ như trước đây.

Nelson Mandela, một người tích cực chống chủ nghĩa phân biệt chủng tộc, đã giúp thành lập Đoàn Thanh niên của Tổ Chức Nghị đàm Các Quốc gia Châu Phi. Đây là tổ chức lãnh đạo quần chúng nhân dân chống lại chủ nghĩa phân biệt chủng tộc. Ông cũng chủ trì Hội nghị của Phong Trào Đòi Tự Do cho Toàn Châu Phi của Đông và Trung Phi, và việc làm này được các nhà lãnh đạo cao cấp của nhiều nước khác nhau đón nhận một cách nhiệt tình. Vào năm 1964, ông bị bắt và bị kết án tù chung thân nhưng đã được phóng thích năm 1990. Ba năm sau ông cùng với F. W. de Klerk nhận giải Nobel Hoà Bình. Những nỗ lực chung của họ đã chấm dứt chế độ phân biệt chủng tộc và mang lại sự chuyển đổi một cách hoà bình để có được nền dân chủ không phân biệt chủng tộc tại Nam Phi. Vào năm 1994, Mandela trở thành tổng thống người da đen đầu tiên của Nam Phi. Năm năm sau ông về hưu ở tuổi 81.

Bài 3

Yamada đang làm việc cho công ty Kawada và công việc của anh là lắp đặt các ống dẫn trong xe hơi. Hàng sáng, anh thức dậy lúc 5: 15 và dùng một bữa điểm tâm thịnh soạn gồm có trứng, xúp rau quả, cơm và trà xanh. anh rời căn hộ hai phòng của mình lúc 5: 55 và đi bộ đến nhà ga dành cho những người thường xuyên đi làm bằng xe lửa trong khi các con anh vẫn đang ngủ. Anh lên tàu lúc 6 : 30 và 70 phút sau anh xuống tàu ở nhà ga Hyogo, cách nơi làm việc chỉ vài dãy nhà. Yamada vội vã đi đến nhà máy để đọc lịch lên thẻ 5 phút trước khi chuông reo.

Cũng giống như những công nhân khác trong nhà máy, Yamada bắt đầu công việc lúc 8:00 bằng một bài tập thể dục 5 phút. Buổi trưa, chuông báo giờ ăn trưa trong khi tất cả công nhân vẫn đang làm việc. Họ lần lượt kéo vào các phòng ăn để dùng bữa trưa gồm có cơm, cá, rau và trà nóng. Giờ ăn trưa không kéo dài lắm. Lúc 12:20, các công nhân chơi những trò chơi như là đánh cờ, bóng bàn, và cầu lông. Yamada thỉnh thoảng chơi cầu lông hoặc nhập bọn với một nhóm công nhân để tán gẫu. Anh hiếm khi ngủ trưa sau bữa ăn.

Công việc lại bắt đầu lúc 1 : 00 chiều bằng một bài tập thể dục khác và ngày làm việc của Yamada kết thúc lúc 5 : 00. Thỉnh thoảng anh làm thêm giờ từ 1 đến 2 tiếng đồng hồ.

Bảng lao động của mình Yamada kiếm được 1.500 đô la mỗi tháng và nhận được tiền thưởng một năm hai lần. Thêm vào số đó, theo anh tính toán, anh

nhận được khoảng 400 đô la tiền làm thêm giờ mỗi tháng. Yamada không có bằng đại học đại học nên hầu như không có cơ hội thăng tiến. Tuy nhiên anh thích công việc của mình và trân trọng cảm giác an toàn mà công ty mang lại cho tất cả nhân viên.

Bài 4. HELEN KELLER (1880 - 1968)

Lúc sáu tuổi cô bé Helen nửa hoang dại, bị điếc và bị mù được đưa đến gặp tiến sĩ Alexander Graham Bell để ông tìm cách giúp đỡ cô bé. Kết quả của cuộc viếng thăm này là cô bé gặp được cô giáo đầu tiên và mãi mãi Anne Mansfield Sullivan một năm sau đó, vào ngày 3 tháng 3 năm 1887. Chính cô Sullivan, một cô giáo tận tâm và đầy lòng yêu thương đã giúp cho Helen phá vỡ thế giới câm lạng của mình.

Bóng tối tan dần đi trong tâm trí cô bé kể từ ngày cô giáo Sullivan kiên trì bơm nước lạnh vào một trong hai tay của Helen trong khi gõ đi gõ lại một mã chữ cái gồm có 5 mẫu tự lên tay kia - lúc đầu chậm sau đó nhanh dần lên. Cảnh này cứ diễn đi diễn lại trong khi cô bé Helen kiên trì đấu tranh. Đột nhiên các tín hiệu chợt loé lên một ý nghĩa trong nhận thức của Helen. Cô bé biết rằng, "n-u-ớ-c" là một thứ rất mát chảy trên tay cô. Đến lúc chập tối, Helen đã học được 30 từ. Cô bé tỏ ra có năng khiếu đến độ sớm học được bảng chữ cái đọc bằng đầu ngón tay và một thời gian ngắn sau đó đã có thể viết. Trong vòng 6 tháng ngắn ngủi, cô đã học được 625 từ.

Đến năm 10 tuổi Helen đã nắm vững bảng chữ cái Braille cũng như bảng chữ cái dùng tay và thậm chí còn học cách sử dụng máy đánh chữ. Lúc 16 tuổi, cô có thể nói đủ tốt để đi học ở trường dự bị và trường đại học. Vào năm 1904 cô tốt nghiệp hạng xuất sắc ở đại học Radcliffe. Cô giáo yêu dấu và đầy kiên nhẫn của cô ở bên cô suốt những năm tháng này, giải thích các bài giảng và các cuộc thảo luận trên lớp cho cô. Helen Keller, cô gái nhỏ bé tội nghiệp của 20 năm trước đã trở thành một trong những phụ nữ nổi bật nhất trong lịch sử. Cô đã cố gắng hiến trọn đời mình để cải thiện điều kiện cho người mù và người vừa điếc vừa mù trên toàn thế giới, đi giảng bài ở hơn 25 nước trên cả năm châu lục lớn. Bất cứ nơi đâu cô đặt chân đến, cô đều mang đến cho hàng triệu người mù sự khích lệ lớn lao.

Ôn tập 1. MỘT GIÁO VIÊN GIÁO DỤC ĐẶC BIỆT

Tôi là một giáo viên như bao giáo viên khác, nhưng học sinh của tôi là những em gặp khó khăn trầm trọng về học tập - một số bị suy giảm khả năng nói và nghe, trong khi một số khác lại gặp vấn đề về tâm thần. Có khoảng 15 em trong lớp của tôi, tuổi từ 10 đến 12. Nhóm giảng dạy gồm có tôi và hai trợ lí.

Cũng giống như bất kỳ đứa trẻ nào khác, các học sinh của tôi cũng giỏi mặt này và yếu mặt khác. Nếu bạn yêu cầu chúng một khối màu vàng, và chúng sẽ đưa cho bạn đúng một khối màu vàng, lúc đó bạn có thể cảm động đến rơi lệ. Đó có vẻ như là một việc làm đơn giản đối với một đứa bé 5 tuổi nhưng thực sự là một thành công lớn đối với học sinh của chúng tôi. Chăm sóc lẫn nhau, dùng được điện thoại hay mua được một ổ bánh mì là những thứ chỉ có thể thực hiện được sau khi bạn đã làm việc với chúng hàng năm trời.

Hàng ngày tôi làm việc với các học sinh yêu quý của tôi. Chúng tôi có một vài thiết bị chuyên môn như băng tiếng, băng hình để trợ giúp công việc giảng dạy của mình. Chúng tôi luôn luôn mong ước có những thiết bị tốt hơn như là một chiếc máy tính với những phần mềm giáo dục đặc biệt. Trường chúng tôi không giàu lắm, nhưng nhiều trường khác còn không bằng chúng tôi vì thế chúng tôi không thể phàn nàn được. Tôi tin tưởng rằng những giáo viên giỏi có thể làm được nhiều điều với rất ít thiết bị.

Giống như những giáo viên giáo dục đặc biệt khác, tôi thường xuyên bị căng thẳng vì khối lượng công việc nặng nề. Một số đồng nghiệp của tôi đã bỏ nghề và tìm kiếm những công việc khác nhưng tôi sẽ không làm như vậy. Tôi thích làm việc với học sinh bị khuyết tật của mình - không gì có thể sánh được với niềm vui khi những con trẻ của tôi có thể thực hiện được một nhiệm vụ khó khăn.

Bài 5

Lúc này là năm 2040. Tên tôi là Ben và tôi làm việc cho Máy Tính ABC. Tôi chỉ phải làm việc có 3 ngày một tuần, và tôi sử dụng thời gian còn lại của mình để làm bất cứ điều gì mà tôi thích. Ông bà tôi luôn nói rằng họ không may mắn như tôi - họ phải làm việc 6 ngày một tuần!

Một ngày thường nhật của tôi bắt đầu lúc 7 giờ. Ngay khi tôi thức dậy, Rosa - người máy giúp việc cho tôi - đã sẵn sàng với chiếc máy đa chức năng mà sau đó được đặt trên đầu tôi. Trong vòng 3 phút, chiếc máy đó đánh răng, lau mặt và

chải đầu cho tôi. Sau đó Rosa giúp tôi thay áo quần và báo cho tôi biết đã đến giờ ăn sáng.

Bob - người máy nấu ăn của tôi - đang đợi tôi ở trong bếp cùng với một máy kiểm tra được gắn trên một chiếc cân. Tôi đứng lên cân và đặt tay lên máy kiểm tra. Ngay lập tức tất cả số liệu về huyết áp, lượng cholesterol và trọng lượng xuất hiện trên màn hình tinh thể lỏng của chiếc máy. Bob in kết quả ra trên một mẫu giấy nhỏ và nhét nó vào một khe hở ở trên đỉnh cái tủ lạnh thông minh ở gần đó. Một lát sau, tôi có thể nghe thấy một tiếng bíp dài sau khi tất cả các số liệu về sức khoẻ của tôi được kiểm tra và bữa sáng của tôi được đưa ra qua một cửa nhỏ phía bên trái của tủ lạnh. Bữa ăn của tôi được chuẩn bị theo cách này - chỉ để giúp tôi có được sức khoẻ tốt.

Hôm nay không phải là ngày làm việc của tôi vì thế tôi có thể làm bất cứ điều gì tôi thích. Thú tiêu khiển mà tôi yêu thích là lướt Web. Tôi chỉ cần một màn hình và chạm vào các biểu tượng bằng những ngón tay của mình. Ông tôi rất ghen tị với những công nghệ hiện đại mà tôi đang có. Vào thời của ông, một bộ xử lí trung tâm được kết nối với một màn hình, chuột và bàn phím - thật không thể tin được!

Trên thực tế tôi cũng không sung sướng như ông tôi nghĩ. Tôi có tất cả các máy móc xung quanh tôi để giúp cho cuộc sống của tôi được tiện nghi nhưng tôi lại không có nhiều bạn bè để nói chuyện hay cùng đi mua sắm. Tôi ghen tị với ông bà tôi, những người mà cuộc sống của họ rất bận rộn nhưng đầy ắp niềm vui.

Bài 6. CẮM TRẠI

Cắm trại là một hoạt động mà trong đó người ta tạm thời sống ở ngoài trời. Những người đi cắm trại tham gia câu cá, săn bắn, bơi lội, ngắm các động vật hoang dã, học cách trồng trọt và chụp ảnh thiên nhiên. Cắm trại tạo cho ta ích lợi về thể chất khi nó bao gồm việc đi bộ đến nơi, quay về và đi xung quanh khu vực trại và nhiều người cũng tin rằng cắm trại làm cho những người trẻ tuổi cảm thấy tự tin hơn.

Mọi người trên khắp thế giới thích đi bộ đến những địa điểm cắm trại ngoài thiên nhiên hoang dã. Hoạt động này được gọi là đi cắm trại ba lô bởi người đi phải đeo một ba lô trên lưng để đựng tất cả các dụng cụ cắm trại thiết yếu như lều, túi ngủ, thực phẩm và quần áo. Cắm trại ba lô thích hợp nhất cho những ai có điều kiện thể chất tốt vì có thể nó đòi hỏi phải đi bộ nhiều dặm đường.

Bí quyết khiến cho bất kỳ chuyến đi cắm trại nào cũng trở nên thú vị là việc lập kế hoạch. Quyết định cắm trại ở đâu phụ thuộc vào ý thích của mỗi cá nhân nhưng việc lên kế hoạch cho chuyến đi trước khi lên đường sẽ giúp cho những người đi cắm trại tránh được các tai nạn đáng tiếc. Nhiều tình huống như thời tiết xấu, bị thương tích, hay đơn giản bãi cắm đông đúc sẽ ít gây thất vọng hơn nếu những người cắm trại được chuẩn bị tốt.

Bài 7

A. Nhiều chương trình thời trang và các cuộc thi thời trang trên TV đều chú trọng vào việc giới thiệu về đẹp của người mẫu hơn là trang phục của họ. Tuy nhiên các nhà thiết kế thời trang lại khẳng định cho rằng tất cả các người mẫu đều đặt về đẹp của họ lại đằng sau.

B. Britney Spears đã có tên trong hai mục của sách Guinness Về Các Kỷ Lục Thế Giới. Cô đã được cuốn sách nổi tiếng này ghi nhận là đã lập kỷ lục với tư cách là nghệ sĩ tuổi thiếu niên có tác phẩm bán chạy nhất và là nữ nghệ sĩ có tác phẩm bán nhanh nhất trên thế giới với album nhạc *Oops!... I Did it Again*, phá vỡ kỷ lục với 1.3 triệu bản trong tuần đầu tiên. Những người hâm mộ cô đã thúc giục cô cho ra đời album thu trực tiếp từ live show vừa qua của cô.

C. Có tin đồn nóng hổi cho rằng Michael Jordan sắp quay trở lại với bóng rổ. Cầu thủ bóng rổ vĩ đại nhất thế giới này đã nghỉ thi đấu cách đây 18 tháng. Hôm qua anh đã từ chối tiết lộ kế hoạch của mình cho các phóng viên. Liệu anh có sẽ lại thực hiện bước nhảy lên không trung nữa không?

D. Một cuộc thảo luận về đầu tư quốc tế đã diễn ra tại khách sạn New World ngày hôm qua. Các nhà đầu tư được mời đến đã thảo luận về các cơ hội đầu tư vào các nền kinh tế ở Châu Á.

E. Bạn luôn bận rộn với công việc và muốn mang theo tất cả tài liệu của bạn. Thay vì mang theo máy tính xách tay, bạn chỉ cần mua chiếc điện thoại thông minh của chúng tôi (167g). Một khi tài liệu của bạn đã nằm trong điện thoại, bạn có thể xem chúng, gửi e - mail cho những người khác hay chuyển chúng sang một thiết bị khác.

Bài 8

A. Chợ là nơi buôn bán nhưng rất nhiều chợ không chỉ đơn thuần có mua và bán mà thôi. Chúng phản ánh đời sống của một cộng đồng. Ở Việt Nam, chợ truyền thống là nơi tụ hội mang tính xã hội của nhiều người thuộc nhiều lứa tuổi và từ mọi góc ngách cuộc đời. Chợ là nơi trải nghiệm mới đầy thú vị cho trẻ con, là hương vị đặc biệt cho dân lao động nông thôn, là địa điểm kinh doanh của các thợ thủ công địa phương và là cơ hội cho những người trẻ tuổi gặp gỡ. Người ta đi chợ không chỉ để mua và bán hàng hoá mà còn để ăn uống, chơi các trò chơi và giao thiệp. Việc mặc cả là một phần thú vị cho tất cả mọi người.

B. Có rất nhiều loại chợ quê khác nhau. Các chợ phiên thường được tổ chức định kỳ. Những người bán mang hàng hoá và các sản phẩm thiết yếu của địa phương như trái cây, rau quả, dầu và muối đến các chợ phiên bốn hoặc năm lần một tháng. Ở vùng cao, người ta mặc những bộ quần áo đẹp nhất và chơi cả ngày ở chợ. Họ mua hàng, thổi sáo, nhảy múa và hát hò. Đây cũng là thời điểm để gặp gỡ, kết bạn hay tìm người yêu. Đó là lí do tại sao cuộc tụ hội như thế này được gọi là “chợ tình”. Một số chợ quê ở vùng đồng bằng sông Mê Kông được tổ chức trên thuyền. Hầu hết các hàng hoá đều được bán ở chợ nổi này và việc buôn bán có thể diễn ra suốt ngày. Thời điểm lí thú nhất là vào lúc sáng sớm khi các con thuyền chất đầy nông sản và hàng thủ công đến.

C. Ngày nay, người ta có thể mua được nông sản và các sản phẩm công nghiệp ở chợ trong các thành phố nhỏ hay trong siêu thị ở các thành phố lớn. Liệu siêu thị có thay thế chợ truyền thống ảm cúng mà đã là một phần trong đời sống của người Việt Nam suốt bao thế kỷ hay không? Bất chấp sự phát triển nhanh chóng của các siêu thị ở các thành phố lớn, nhiều người vẫn tin rằng chợ truyền thống sẽ vẫn tiếp tục tồn tại như là một phần của một nền văn hoá rộng lớn.

Ôn tập 2. ĐIỆN THOẠI DI ĐỘNG

Điện thoại cầm tay đã rất phổ biến ở Nhật kể từ đầu những năm 1990 nhưng mãi cho đến năm 1999 việc sử dụng chúng mới thực sự thăng hoa. Thời đại của điện thoại cầm tay đã xuất hiện nhưng đồng thời những rắc rối cũng nảy sinh.

Điện thoại cầm tay được sử dụng trên xe buýt, trên tàu lửa, trong nhà hàng và trong mọi lĩnh vực của cuộc sống. Chúng gây ra phiền phức khi chúng reo

trong các cuộc họp, các buổi hoà nhạc, lễ cưới hay thậm chí lễ tang. Hơn thế nữa, người ta còn nói chuyện điện thoại ầm ĩ ở những nơi công cộng, học sinh đọc tin nhắn trong giờ học. Nghiêm trọng hơn nữa khi điện thoại cầm tay được sử dụng gần một người đang phải sử dụng máy điều hoà nhịp tim thì sóng vô tuyến của nó có thể làm nhiễu chức năng của máy điều hoà nhịp tim.

Ngày nay, người ta đang làm một điều gì đó để giải quyết những vấn đề này. Ở nhiều nơi, các kỹ thuật mới đang được sử dụng để khoá các cuộc gọi điện thoại cầm tay. Các hành khách được yêu cầu tạm ngừng sử dụng điện thoại cầm tay khi đang ngồi trên máy bay. Các phòng hoà nhạc yêu cầu khán giả chuyển điện thoại cầm tay sang chế độ yên lặng. Tuy nhiên những người sử dụng điện thoại cầm tay sợ rằng nếu họ không trả lời điện thoại, họ sẽ mất đi những cơ hội làm ăn quý giá. Đó là lý do tại sao nhiều người không tắt điện thoại của họ ngay cả khi họ được yêu cầu.

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