

NGUYỄN THUY MINH - LƯƠNG QUỲNH TRANG

THIẾT KẾ BÀI GIẢNG

TIẾNG ANH

10

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** 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 5 đến 6 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

A DAY IN THE LIFE OF...

PERIOD 1 (Reading)

I. Aim

Reading for specific information about a day in the life of a farmer

II. Objectives

By the end of the lesson, Ss will be able to talk about their daily routines by learning a typical day of a farmer.

III. Materials

Textbook, pictures about farmers and field work...

IV. Anticipated problems

Ss may not know what a farmer has to do during his/her working day.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<p style="text-align: center;">WARM-UP</p> <p>Chatting Ask Ss to work in pairs. Tell them to ask and answer about their daily routines by using the cues: <i>E.g: What time you often get up</i> <i>A: What time do you often get up?</i> <i>B: I often get up at six.</i></p>	Pair work

	<ul style="list-style-type: none"> • <i>What time you go to school / have breakfast / lunch / dinner / go to bed</i> • <i>What you often do in the morning / afternoon/ evening</i> 	
10'	<p style="text-align: center;">BEFORE YOU READ</p> <p>Vocabulary pre-teach</p> <p>plough (v): <i>furrow, turn up the soil</i> (cày)</p> <p>harrow (v): <i>break the soil</i> (bừa)</p> <p>plot of land (translation): một miếng đất, mảnh ruộng</p> <p>fellow peasants (n): <i>farmers working in the same field</i> (đồng nghiệp, cùng là nông dân)</p> <p>local tobacco (translation): thuốc lá được sản xuất tại địa phương</p> <p>take a short rest (v): <i>have a rest for a short time</i> (nghỉ giải lao ngắn)</p> <p>transplant (v): <i>grow rice</i> (cấy)</p> <p>crop (n) (translation): vụ mùa</p> <p>Checking technique</p> <p>Sentence modelling</p> <p>Ask Ss to make sentences with the above words to make sure they understand their meanings</p>	Whole class
5'	<p style="text-align: center;">WHILE YOU READ</p> <p>Set the scene</p> <p><i>You are going to read two passages about a day in the life of two farmers.</i></p> <p>Task 1 - Multiple choice</p> <p>Ask Ss to read the passages individually and choose the option A, B or C that best suits the meaning of the italicised word(s).</p>	Individual work

5'	<p>Advise Ss to read the passages quickly and stop at the lines that contain the words to guess the closest meaning.</p> <p>Go around the class and provide help if necessary.</p> <p>Call on some Ss to read aloud their answers. Ask them to explain their choice.</p> <p>Give correct answers:</p> <p style="text-align: center;">1. C 2. C 3. A 4. A</p> <p><i>Note:</i> T may wish to further explain the words in Vietnamese if necessary.</p> <p>Task 2 - Answering questions</p> <p>Have Ss work in pairs and ask and answer about the passages.</p> <p>Call on some pairs to do the task in front of the class.</p> <p>Give feedback and suggested answers:</p> <ol style="list-style-type: none"> 1. <i>He's a peasant/farmer.</i> 2. <i>He gets up at 4:30 and then goes down the kitchen to boil some water for his morning tea.</i> 3. <i>In the morning, he ploughs and harrows his plot of land, drinks tea and smokes tobacco during his break.</i> 4. <i>In the afternoon, they repair the banks of their plot of land. Mr. Vy pumps water into it and his wife does the transplanting.</i> 5. <i>Yes, they are. Because they love working and they love their children.</i> <p>Task 3 - Note Completion</p>	Pair work
5'	<p>Ask Ss to scan the passage and make a brief note about Mr. Vy and Mrs. Tuyet's daily routines.</p> <p>Tell Ss to compare their notes with a friend.</p> <p>Give correct answers:</p>	Pair work

	<table border="1"> <tr> <td data-bbox="418 100 587 520">In the morning</td> <td data-bbox="587 100 1123 520"> <p>4:30: <i>The alarm goes off and Mr. Vy gets up, goes down the kitchen, boils water for tea, drinks tea, has quick breakfast, leads buffalo to field.</i></p> <p>5:15: <i>leaves house</i></p> <p>5:30: <i>arrives in the field, ploughs and harrows</i></p> <p>7:45: <i>takes a break</i></p> <p>10:30: <i>goes home</i></p> <p>11:30: <i>has lunch with family</i></p> </td> </tr> <tr> <td data-bbox="418 520 587 793">In the afternoon</td> <td data-bbox="587 520 1123 793"> <p>2:30p.m: <i>Mr. Vy and Mrs. Tuyet go to the field again, repair the banks of the plot of land. He pumps water into the plot of land. She does transplanting.</i></p> <p>6:00 p.m: <i>finish work</i></p> <p>7:00 p.m: <i>have dinner</i></p> </td> </tr> <tr> <td data-bbox="418 793 587 877">After dinner</td> <td data-bbox="587 793 1123 877"> <p><i>Watch TV, go to bed</i></p> <p><i>sometimes visit neighbours, chat with them</i></p> </td> </tr> </table>	In the morning	<p>4:30: <i>The alarm goes off and Mr. Vy gets up, goes down the kitchen, boils water for tea, drinks tea, has quick breakfast, leads buffalo to field.</i></p> <p>5:15: <i>leaves house</i></p> <p>5:30: <i>arrives in the field, ploughs and harrows</i></p> <p>7:45: <i>takes a break</i></p> <p>10:30: <i>goes home</i></p> <p>11:30: <i>has lunch with family</i></p>	In the afternoon	<p>2:30p.m: <i>Mr. Vy and Mrs. Tuyet go to the field again, repair the banks of the plot of land. He pumps water into the plot of land. She does transplanting.</i></p> <p>6:00 p.m: <i>finish work</i></p> <p>7:00 p.m: <i>have dinner</i></p>	After dinner	<p><i>Watch TV, go to bed</i></p> <p><i>sometimes visit neighbours, chat with them</i></p>	
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10'	<p style="text-align: center;">AFTER YOU READ</p> <p>Ask Ss to work in groups and talk about Mr. Vy and Mrs. Tuyet's daily routines.</p> <p>Call on some Ss to give a short talk about the daily routines of these two farmers. Correct Ss' pronunciation mistakes.</p> <p><i>Note:</i></p> <p>1. This activity can be carried out through the game True or False Repetition Drill.</p> <p>T reads aloud 5 to 7 statements about Mr. Vy and Mrs. Tuyet. If they are true, Ss will repeat them. If they are false, Ss will stay silent. Ss who don't follow this rule will get a kind "punishment" agreed by class.</p>	Group work						

	2. T also lets Ss do the extra exercise in groups if they wish.	
3'	WRAPPING Summarise the main points. Assign homework.	Whole class

Supplements

Exercise

Read the passage and answer the questions.

David is a bank manager and Rosa is a doctor in a large hospital. David gets (1)..... at 7:30 am and (2).....a shower. He leaves home at 8:30 and goes to work (3)..... train. He arrives at the bank at 9:00.

Rosa gets up at 9:30 because she doesn't start work until 1:00 in the afternoon. She (4).....the bus to the hospital at 12:15.

David finishes work at 5:30 pm and (5)..... shopping in a supermarket near the bank. Then he goes home and (6)..... the dinner. He eats alone in the kitchen at 7:00 and then usually (7).....TV in the living room until Rosa arrives (8).....home at 10:00. She often has her dinner in front of the TV.

David goes to bed at 11:00, but Rosa usually goes to bed a bit later.

- | | | | |
|---------------|-----------|----------|------------|
| 1. a. on | b. up | c. in | d. about |
| 2. a. has | b. have | c. does | d. makes |
| 3. a. in | b. to | c. up | d. by |
| 4. a. catches | b. brings | c. gets | d. does |
| 5. a. comes | b. goes | c. does | d. buys |
| 6. a. has | b. eats | c. cooks | d. does |
| 7. a. sees | b. looks | c. hears | d. watches |
| 8. a. in | b. on | c. _ | d. at |

Answers:

- | | | | |
|------|------|------|------|
| 1. b | 2. a | 3. d | 4. a |
| 5. b | 6. c | 7. d | 8. c |

PERIOD 2 (Speaking)

I. Aim

Speaking about one's daily routine

II. Objectives

By the end of the lesson, Ss will be able to talk about his or her daily routine by using given information and pictures.

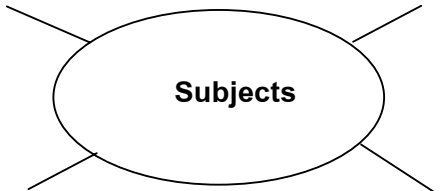
III. Materials

Textbook, small cards of class timetable,...

IV. Anticipated problems

Ss may have difficulty in arranging daily activities in a good order for describing.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	<p style="text-align: center;">WARM-UP</p> <p>Networks <i>Revision of school subjects</i></p> <p>Ask Ss to work in groups of 3 to 4 and make a list of the subjects they learn at school.</p> <p>The groups with the most words within a limited time will be the winner.</p> <p>Note that all the words with wrong spellings are not counted as the correct ones.</p> <div style="text-align: center;"></div>	Group work

	Feedback and further explain all the subjects mentioned above especially the ones Ss are not familiar with.	
10'	<p style="text-align: center;">PRESENTATION</p> <p>Set the scene</p> <p><i>Quan is a tenth-grade student. He goes to school every morning. Now, look at his weekly timetable on page 15. Ask and answer questions with a partner, using the information from the timetable.</i></p> <p>Examples:</p> <p><i>A: What time does Quan have Civic Education lesson on Monday?</i></p> <p><i>B: He has Civic Education lesson at 7: 15 a.m.</i></p> <p><i>A: What lesson does Quan have at 7: 15 a.m on Monday?</i></p> <p><i>B: (At 7:15 on Monday he has) Civic Education lesson.</i></p> <p>Let Ss work in pairs for about 7 to 10 minutes about Quan's routine.</p>	Pair work
15'	<p style="text-align: center;">PRACTICE</p> <p>Keep Ss work in pairs and ask them to study the pictures carefully. If Ss find it difficult to understand the pictures, T may help by asking questions such as: <i>What is Quan doing in picture a)? Is he getting up?...</i></p> <p>Ask Ss to describe Quan's activities during the day.</p> <p>Go to different pairs and offer help if necessary.</p> <p>Feedback and give suggested answer.</p> <p><i>Everyday Quan gets up at 14:00. Then he studies for about two hours. He watches TV at 16:30. At 17:00 he rides to the stadium to play football with other boys in the neighborhood. He gets back home at 18:30. After having a shower, he has dinner with his family</i></p>	Pair work

	<i>at 19:00. He prepares for the following day's lesson at 20:00.</i>	
7'	<p style="text-align: center;">FURTHER PRACTICE</p> <p>Ask Ss to work in groups of 3 to 4 and talk about their daily routine.</p> <p><i>Note:</i> Ss only talk about their main / important activities.</p> <p>Call on some Ss to present in front of the class.</p> <p>Have other Ss comment on presenters' performance regarding content and pronunciation.</p>	Group work
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarise the main points.</p> <p>Assign homework.</p>	Whole class

Supplements

Exercise

Match the word in A with the one in B.

<i>A</i>	<i>B</i>
<i>1. Civic</i>	<i>a) Technology</i>
<i>2. School</i>	<i>b) Meeting</i>
<i>3. Information</i>	<i>c) Education</i>
<i>4. Class</i>	<i>d) Report</i>

Answers:

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

PERIOD 3 (Listening)

I. Aim

Listening for specific information

II. Objectives

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

- talk about a day in the life a cyclo driver.
- improve listening skill by doing Pictures Ordering and True or False exercises.

III. Materials

Textbook, cassette.

IV. Anticipated problems

Ss may not be familiar with the life of a cyclo driver.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<p style="text-align: center;">WARM –UP</p> <p>Categorising Ask Ss to work in groups and put the sentences into the correct column.</p> <p><i>He gets up very early.</i> <i>He works in the streets.</i> <i>He works with children.</i> <i>He lives in the country.</i> <i>He gets people from one place to another.</i> <i>He corrects homework.</i> <i>He works in school.</i> <i>He meets a lot of people.</i> <i>He works on the farm.</i></p>	Group work

	<table border="1"> <tr> <td data-bbox="430 126 641 210">He is a farmer</td> <td data-bbox="641 126 868 210">He is a teacher</td> <td data-bbox="868 126 1096 210">He is a cyclo driver</td> </tr> <tr> <td data-bbox="430 210 641 430"></td> <td data-bbox="641 210 868 430"></td> <td data-bbox="868 210 1096 430"></td> </tr> </table>	He is a farmer	He is a teacher	He is a cyclo driver				
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	<p>Feedback and give correct answers:</p> <table border="1"> <tr> <td data-bbox="430 525 641 609">He is a farmer</td> <td data-bbox="641 525 868 609">He is a teacher</td> <td data-bbox="868 525 1096 609">He is a cyclo driver</td> </tr> <tr> <td data-bbox="430 609 641 892"> <i>He gets up very early. He lives in the country. He works on the farm.</i> </td> <td data-bbox="641 609 868 892"> <i>He works with children. He corrects homework. He works in school.</i> </td> <td data-bbox="868 609 1096 892"> <i>He works in the streets. He gets people from one place to another. He meets a lot of people.</i> </td> </tr> </table>	He is a farmer	He is a teacher	He is a cyclo driver	<i>He gets up very early. He lives in the country. He works on the farm.</i>	<i>He works with children. He corrects homework. He works in school.</i>	<i>He works in the streets. He gets people from one place to another. He meets a lot of people.</i>	
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10'	<p style="text-align: center;">BEFORE YOU LISTEN</p> <p>Ask and answer Tell Ss to work in pairs to ask and answer the following questions: <i>Have you ever travelled by cyclo? When was it? Is it interesting to travel by cyclo? Which do you prefer, going by bicycle or by cyclo? Give reason(s)?</i></p> <p>Vocabulary pre-teach district (n): <i>an administrative division, smaller than a province (quận, huyện)</i> drop (v): <i>leave somebody at a place (chở ai đó đến nơi...)</i></p>	Pair work and Whole class						

	<p>passengers (n): <i>people who travel on a train, bus...</i> (hành khách)</p> <p>pedal (n): <i>a lever operated by foot to control a bicycle or motorbike</i> (bàn đạp)</p> <p>purchases (n): <i>things a person buys</i> (đồ đạc mua)</p> <p>food stall (n): <i>small booth, compartment or kiosk in/near a market where food is sold</i> (quầy bán thực phẩm)</p> <p>Checking technique</p> <p>Guessing</p> <p>Write all the new words on the board.</p> <p>Explain each word separately and ask Ss to guess what the word is.</p> <p>Set the scene</p> <p><i>Mr. Lam is a cyclo driver. He is working in Ho Chi Minh City. Let's guess his routine. What does he do in his job?</i></p> <p>Encourage Ss to feel free to have guesses about Mr. Lam's routine.</p>	
<p>10'</p> <p>10'</p>	<p style="text-align: center;">WHILE YOU LISTEN</p> <p>Task 1 - Pictures Ordering</p> <p>Play the tape several times if necessary.</p> <p>Ask Ss to listen to Mr. Lam's talk about his daily routine and number the pictures in their correct order.</p> <p>Have Ss compare their answers with a friend.</p> <p>Feedback and give correct answers:</p> <p style="text-align: center;"><i>a.3 b. 5 c.4 d. 6 e.1 f. 2</i></p> <p>Task 2 - True or False</p> <p>Let Ss read the statements carefully.</p> <p>Play the tape again and ask Ss to listen and decide whether the statements are true or false.</p>	<p>Individual work and Whole class</p> <p>Individual work and whole class</p>

Draw Ss' attention to key words when they are listening.

Call on some Ss to explain their answers.

Give correct answers:

1. *F (Not Given.)*
2. *T*
3. *F (He takes his passengers from District 5 to District 1.)*
4. *F (His first passenger is an old man.)*
5. *F (He has lunch at a food stall near Ben Thanh Market.)*
6. *F (He takes a short rest.)*

Tapescrript

Hello everyone, my name is Lam. I'm a cyclo driver in Ho Chi Minh City. I usually have a busy working day. I get up at five thirty in the morning. I start work at six. My first passenger is usually an old man. I take him from District 5 to District 1. After I drop him at a café near Ho Chi Minh Teachers' Training College. I pedal to Thai Binh Market. My next passenger is a lady who does shopping there every two days. I help her put all her purchases into the cyclo and then take her to her shop in Tran Hung Dao Street. At about ten thirty I ride off toward Nguyen Thi Minh Khai School. There I park my cyclo, chat with some of my fellows and wait for my third passengers. They are two school pupils, a girl and a boy. I take them home. At twelve I have lunch at a food stall near Ben Thanh Market. After lunch, I park my cyclo under a tree, take a short rest and then continue my afternoon's work.

5'	<p style="text-align: center;">AFTER YOU LISTEN</p> <p>Tell Ss to work in pairs and ask and answer questions about Mr. Lam's activities by using the cues below:</p> <p><i>name.....start.....work.....</i> <i>lunch.....occupation.....passengers</i> <i>.....rest</i></p> <p>Go around the class and offer help if necessary. Call on some pairs ask and answer in front of class. Feedback and give suggested answers:</p> <p><i>What is the man's name?</i> <i>What does he do?</i> <i>What time does he start work?</i> <i>Who are his passengers? / Is his first passenger an old man?</i> <i>Where does he have lunch? What time does he have lunch?</i> <i>Does he take a rest?</i></p> <p>If time allowed, ask Ss to gather all the information they have from the above activity and retell the story in front of the class. Comment and make necessary corrections.</p>	Pair work
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarise the main points. Assign homework.</p>	Whole class

Supplements

Game

Divide the class into small groups and play the game *Lucky Number* (See Appendix 2 for details.)

PERIOD 4 (Writing)

I. Aim

Writing a narrative

II. Objectives

By the end of the lesson, Ss will be able to write a narrative by using given prompts.

III. Materials

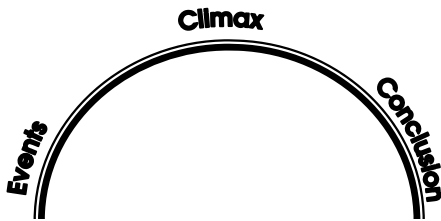
Textbook, whiteboard markers...

IV. Anticipated problems

Ss may not be familiar with the use of connectors in writing a narrative.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>									
10'	<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 word by word in the cells and make sentences with each word. A correct sentence gets 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;"> <tbody> <tr> <td style="text-align: center;"><i>at first</i></td> <td style="text-align: center;"><i>before</i></td> <td style="text-align: center;"><i>until</i></td> </tr> <tr> <td style="text-align: center;"><i>then</i></td> <td style="text-align: center;"><i>after</i></td> <td style="text-align: center;"><i>as soon as</i></td> </tr> <tr> <td style="text-align: center;"><i>in the end</i></td> <td style="text-align: center;"><i>while</i></td> <td style="text-align: center;"><i>since then</i></td> </tr> </tbody> </table> <p><i>Note:</i> The sentences must be grammatically correct and make sense.</p>	<i>at first</i>	<i>before</i>	<i>until</i>	<i>then</i>	<i>after</i>	<i>as soon as</i>	<i>in the end</i>	<i>while</i>	<i>since then</i>	Group work
<i>at first</i>	<i>before</i>	<i>until</i>									
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<i>in the end</i>	<i>while</i>	<i>since then</i>									

10'	<p style="text-align: center;">PRESENTATION</p> <p>Vocabulary pre-teach</p> <p>be due to (a): <i>because of, owing to</i> (bởi vì)</p> <p>stare death in the face (v): <i>so scared, afraid</i> (sợ xanh mặt)</p> <p>take off (v): <i>(plane) leave the ground</i> (cất cánh)</p> <p>air-hostess (n): <i>person who takes care of passengers on a plane</i> (tiếp viên hàng không)</p> <p>fasten seatbelt (v): <i>fix the seatbelt around the body to keep safe on the plane</i> (thắt dây an toàn)</p> <p>be in danger (v): <i>to be in dangerous situation</i> (gặp nguy hiểm)</p> <p>Ask Ss to work in pairs, read the passage (a narrative) in the book and find all the verbs that are used in the past simple and the connectors (time expression) in the story.</p> <p>Call on some Ss to give the verbs and connectors in front of the class.</p> <p>Give suggested answers:</p> <p>Verbs: <i>started, was, arrived, got, took off, began, thought, were, told, seemed, realised, were, screamed, thought, felt, announced, was, landed,</i></p> <p>Connectors: <i>on that day, at first, then, just, a few minutes later, one hour later</i></p> <p>Explain to Ss the format of a narrative: <i>the events, the climax, and the conclusion</i></p> <div style="text-align: center;">  </div>	<p>Whole class and Pair work</p>
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	<p>Tell Ss to work in groups and identify the events, the climax, and the conclusion of the story. Ask them to report the results to class.</p> <p>Give the answers and explain the development of the story.</p> <p>The events: <i>Got on plane, plane took off, hostesses were just beginning to serve lunch when plane began to shake, plane seemed to dip, people screamed in panic.</i></p> <p>The climax: <i>We thought we had only minutes to live.</i></p> <p>The conclusion: <i>Pilot announced that everything was all right, we landed safely.</i></p>	
15'	<p style="text-align: center;">PRACTICE</p> <p>Instruct the task. Tell them to work individually, use the prompts and follow the development of writing sample in Task 1 to build up a narrative about a hotel fire.</p> <p>Go around the class and offer help if necessary. Encourage Ss to finish the writing under time pressure.</p> <p>Ask Ss to have peer correction. Tell them to pay attention to mistakes regarding verb tense and preposition.</p>	Individual work
7'	<p style="text-align: center;">PRODUCTION</p> <p>Call on some Ss to read aloud their writing in front of the class.</p> <p>Comment and correct necessary mistakes.</p> <p>Give suggested answer:</p> <p><i>Last year, I spent my summer holidays at a seaside town. The hotel was modern and comfortable. I had a wonderful holiday until the fire.</i></p> <p><i>It was Saturday evening and everybody was sitting in the discotheque (which was) on the ground floor.</i></p>	Individual work and Whole class

	<p><i>It was crowded with people. They were dancing and singing happily. Suddenly we smelt smoke. Then black smoke began to fill the room. Everybody started to scream in panic. People ran toward the fire exits. One door was blocked. Many people began to coughing and choking.</i></p> <p><i>Then, just as we thought we had only minutes to live, the fire brigade arrived. Firemen fought their way into the room and soon everyone was safely out of the building. Luckily nobody was seriously hurt. It was the most frightening experience of my life.</i></p>	
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarise the main points. Assign homework.</p>	Whole class

Supplements

Exercise

Rearrange the paragraphs to make a complete narrative.

1. *We gathered at the school gate and set off at 8:00 am. It was a beautiful Sunday with sunshine and clear sky. We were all excited about the barbecue and the games on the camping site.*
2. *The picnic to Dai Lai Lake with my classmates last week was the most memorable one for me.*
3. *We reached the lake a bit late, but we still enjoyed the picnic. We played a lot of games and had a wonderful time together.*
4. *While we were cycling on the road chatting gaily with each other, my bicycle suddenly stopped. I found that the tyre was flat. I was so worried because I was on the road. My friends and I had to walk for about 15 minutes. Luckily we saw a bicycle-repairing shop and the man enthusiastically fixed it in a very short time.*

Answers:

2 – 1 – 4 – 3

PERIOD 5 (Language focus)

I. Aim

Identifying the sounds /ɪ/ and /i : /

Reviewing the present and past simple tense and adverbs of frequency

II. Objectives

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

III. Materials

Textbook, whiteboard markers,...

IV. Anticipated problems

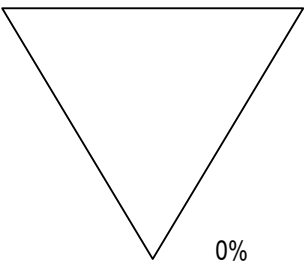
Ss may not know how to pronounce the sounds /ɪ/ and /i : / correctly.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>						
5'	<p>WARM-UP</p> <p>Categorising</p> <p>Ask Ss to work in groups.</p> <p>Give out 10 to 15 words and tell Ss to put them under appropriate heading:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Adverbs of manner</th> <th style="text-align: center;">Adverbs of frequency</th> <th style="text-align: center;">Adverbs of time</th> </tr> </thead> <tbody> <tr> <td style="height: 30px;"></td> <td></td> <td></td> </tr> </tbody> </table> <p>Adverbs: <i>tomorrow, usually, carefully, beautifully, hardly ever, yesterday, ...</i></p>	Adverbs of manner	Adverbs of frequency	Adverbs of time				Group work
Adverbs of manner	Adverbs of frequency	Adverbs of time						

5'	<p style="text-align: center;">PRONUNCIATION</p> <p style="text-align: center;">PRESENTATION 1</p> <p>Demonstrate the sounds /ɪ/ and /i:/ by pronouncing them clearly and slowly. Help Ss to distinguish these two sounds. Instruct the way to pronounce: /i:/: open your mouth very little to make the sound /i:/. /i:/: is a long sound /ɪ/: First practice the sound /i:/. Then open your mouth a little more. /ɪ/ is a short sound.</p>	Whole class
5'	<p style="text-align: center;">PRACTICE 1</p> <p>Play the tape and ask them to repeat. Call on some Ss to repeat the sounds clearly to class. Ask Ss to work in pairs and practice the sentences. Introduce peer correction. Go around the class and provide help if necessary.</p>	Pair work
5'	<p style="text-align: center;">GRAMMAR AND VOCABULARY</p> <p style="text-align: center;">PRESENTATION 2</p> <p>Review the present simple tense Ask Ss to work in pairs and discuss the form and use of the present simple tense. Call on some Ss to answer some questions regarding the use and form of the present simple tense: <i>When do we use this tense?</i> <i>What adverbs of frequency does it go with?</i> ...</p>	Pair work

	<p><i>Note: Ss have been quite familiar with this tense so Ts are suggested not to spend too much time on this presentation.</i></p>	
5'	<p style="text-align: center;">PRACTICE 2</p> <p>Ask Ss to work individually and complete the blanks in the passage. Use the correct simple present form of the verbs in the box. (There are more verbs than needed and you will have to use some verbs more than once.)</p> <p>Ask Ss to compare the answers with a friend.</p> <p>Call on Ss to read the completed passage.</p> <p>Give correct answers:</p> <p><i>Fishing (1) is my favourite sport. I often (2) fish for hours without catching anything. But this does not (3) worry me. Some fishermen (4) are unlucky. Instead of catching fish, they (5) catch old boots and rubbish. I (6) am even less lucky. I never (7) catch anything - not even old boots. After having spent whole mornings on the river, I always (8) go home with an empty bag. "You must (9) give up fishing!", my friend (10) says. "It's a waste of time". But they don't (11) realise that I (12) am not really interested in fishing. I'm only interested in sitting in a boat, doing nothing at all.</i></p>	Individual work and Pair work
5'	<p style="text-align: center;">PRESENTATION 3</p> <p>Revision of adverbs of frequency</p> <p>Use</p> <p>Adverbs of frequency show how often something happens.</p>	Whole class

	<p>Always Usually Normally Often Sometimes Never</p>  <p>Position We put the adverbs of frequency: - in front of normal verb: <i>We never go to bed late.</i> - between an auxiliary verb and the main verb: <i>He doesn't usually read newspapers after dinner.</i> - after the verb <i>to be</i>: <i>I am always free on Sundays.</i> <i>Note:</i> We put as a rule at the beginning of the sentence.</p>	
5'	<p style="text-align: center;">PRACTICE 3</p> <p>Ask Ss to do exercise 2. Put each of the adverbs in its correct order into the sentences in the book. <i>Note:</i> this is an easy exercise. For the better classes, This exercise can be done orally. Call on some Ss to read aloud their sentences to class. Feedback and give suggested answers: <i>He usually gets up early.</i> <i>She is never late for school.</i> <i>Lan sometimes practices speaking English.</i> <i>Thao is always a hard-working student.</i></p>	Individual work

5'	<p style="text-align: center;">PRESENTATION 4</p> <p><i>Revision of the past simple tense.</i></p> <p>Use</p> <p>We use the past simple tense to describe: a completed action or situation in the past.</p> <p><i>We went to the cinema yesterday.</i></p> <p>Ask Ss to make more sentences with the past simple tense.</p>	Whole class																		
5'	<p style="text-align: center;">PRACTICE 4</p> <p>Ask Ss to work in pairs and supply the correct past simple form of the verbs in the brackets.</p> <p>Remind Ss to have correct past form of some irregular verbs.</p> <p>Call on some Ss to read the completed passage aloud in front of the class.</p> <p>Give correct answers:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding-right: 10px;">1. <i>was done</i></td> <td style="width: 50%; padding-left: 10px;">10. <i>crept</i></td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">2. <i>cooked</i></td> <td style="padding-left: 10px;">11. <i>slept</i></td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">3. <i>were</i></td> <td style="padding-left: 10px;">12. <i>woke</i></td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">4. <i>smelt</i></td> <td style="padding-left: 10px;">13. <i>was</i></td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">5. <i>told</i></td> <td style="padding-left: 10px;">14. <i>leapt</i></td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">6. <i>sang</i></td> <td style="padding-left: 10px;">15. <i>hurried</i></td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">7. <i>began</i></td> <td style="padding-left: 10px;">16. <i>found</i></td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">8. <i>felt</i></td> <td style="padding-left: 10px;">17. <i>wound</i></td> </tr> <tr> <td style="border-right: 1px solid black; padding-right: 10px;">9. <i>put out</i></td> <td style="padding-left: 10px;">18. <i>flowed</i></td> </tr> </table>	1. <i>was done</i>	10. <i>crept</i>	2. <i>cooked</i>	11. <i>slept</i>	3. <i>were</i>	12. <i>woke</i>	4. <i>smelt</i>	13. <i>was</i>	5. <i>told</i>	14. <i>leapt</i>	6. <i>sang</i>	15. <i>hurried</i>	7. <i>began</i>	16. <i>found</i>	8. <i>felt</i>	17. <i>wound</i>	9. <i>put out</i>	18. <i>flowed</i>	Pair work
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UNIT 2

SCHOOL TALK

PERIOD 1 (Reading)

I. Aim

Reading passages about schools and related problems

II. Objectives

By the end of the lesson, Ss will be able to talk about their school and better their reading comprehension skill by doing True or False exercise and Answering questions.

III. Materials

Textbook, whiteboard markers,...

IV. Anticipated problems

Ss may have difficulty in understanding some of the topics like *health problems* or *hobbies*.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
5'	WARM-UP Chatting Ask Ss to work in pairs and discuss this question: <i>When you meet your friends, which of the following topics do you often talk about?</i> <i>Sports and games</i>	Pair work

	<p><i>Entertainment</i></p> <p><i>Health problems</i></p> <p><i>Hobbies</i></p> <p><i>Holidays</i></p> <p><i>Films</i></p> <p><i>The weather</i></p> <p><i>Work and study</i></p> <p><i>Note: Encourage Ss to talk about the topics which are not mentioned in the book such as: fashion, food, picnic, TV, extra classes,...</i></p>																									
7'	<p style="text-align: center;">BEFORE YOU READ</p> <p>Vocabulary pre-teach</p> <p>Matching</p> <p>Ask Ss to work in groups and match the subject in A with the information in B</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">A</th> <th style="width: 50%; text-align: center;">B</th> </tr> </thead> <tbody> <tr> <td>1. <i>Biology</i></td> <td>a. <i>Poem, novel, Nguyen Du,</i></td> </tr> <tr> <td>2. <i>Math</i></td> <td>b. <i>Newton, Olm,</i></td> </tr> <tr> <td>3. <i>Physics</i></td> <td>c. <i>Chemicals, H₂O,</i></td> </tr> <tr> <td>4. <i>Chemistry</i></td> <td>d. <i>Number, minus, Pascal</i></td> </tr> <tr> <td>5. <i>History</i></td> <td>e. <i>Geology, climate,</i></td> </tr> <tr> <td>6. <i>Geography</i></td> <td>f. <i>Animals, plants, DNA...</i></td> </tr> <tr> <td>7. <i>Vietnamese Literature</i></td> <td>g. <i>Revolution, The First World War...</i></td> </tr> </tbody> </table> <p>Give correct answers:</p> <table style="width: 100%;"> <tr> <td>1. <i>f</i></td> <td>5. <i>g</i></td> </tr> <tr> <td>2. <i>d</i></td> <td>6. <i>e</i></td> </tr> <tr> <td>3. <i>b</i></td> <td>7. <i>a</i></td> </tr> <tr> <td>4. <i>c</i></td> <td></td> </tr> </table>	A	B	1. <i>Biology</i>	a. <i>Poem, novel, Nguyen Du,</i>	2. <i>Math</i>	b. <i>Newton, Olm,</i>	3. <i>Physics</i>	c. <i>Chemicals, H₂O,</i>	4. <i>Chemistry</i>	d. <i>Number, minus, Pascal</i>	5. <i>History</i>	e. <i>Geology, climate,</i>	6. <i>Geography</i>	f. <i>Animals, plants, DNA...</i>	7. <i>Vietnamese Literature</i>	g. <i>Revolution, The First World War...</i>	1. <i>f</i>	5. <i>g</i>	2. <i>d</i>	6. <i>e</i>	3. <i>b</i>	7. <i>a</i>	4. <i>c</i>		Group work
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	<p>Gerund and to – infinitive introduction</p> <p> <i>Like</i> } <i>Enjoy</i> } + <i>V-ing</i> <i>Love</i> } </p> <p> <i>Want</i> } <i>Hope</i> } + <i>to- infinitive</i> <i>Decide</i> } </p>	
7'	<p style="text-align: center;">WHILE YOU READ</p> <p>Set the scene</p> <p><i>You are going to read three talks given by a student, a teacher and a student's father about school. You read them and do the tasks assigned.</i></p> <p>Task 1 - Gap-filling</p> <p>Ask Ss to work independently and fill each blank with one of the words in the box. There are more words than the blanks.</p> <p>Have Ss compare the answers with a friend.</p> <p>Feedback and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>Young children enjoy helping with household tasks.</i> 2. <i>We were stuck in heavy traffic for more than an hour.</i> 3. <i>I think you don't have to worry about your weight.</i> 4. <i>It was two weeks before Christmas and the mall was crowded with people.</i> 5. <i>If two people speak the same language, they usually have the similar attitudes and opinions.</i> 	Individual work

7'	<p>Task 2 - Finding who...</p> <p>Ask Ss to work in pairs. Read the small talks again and find out who....</p> <p>Encourage Ss to discuss with their partners to get the correct answers.</p> <p>Call on some pairs to explain their answers to class.</p> <p>Give correct answers:</p> <p><i>enjoy teaching.</i> <i>Miss Phuong</i></p> <p><i>has to get up early.</i> <i>Phong</i></p> <p><i>live far from school.</i> <i>Phong</i></p> <p><i>loves working with children.</i> <i>Miss Phuong</i></p> <p><i>loves learning English.</i> <i>Phong</i></p> <p><i>rides a bike to school every day.</i> <i>Phong</i></p> <p><i>studies at a high school.</i> <i>Phong</i></p> <p><i>teaches English at a high school.</i> <i>Miss Phuong</i></p> <p><i>worries about someone else's safety.</i> <i>Mr. Hong Ha</i></p> <p>Task 3 - Answering Questions</p>	Pair work
7'	<p>Ask Ss to keep on working in pairs. Read the talks more carefully and answer the questions.</p> <p>Call one some Ss to read aloud the questions in front of the class.</p> <p>Feedback and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>He studies at Chu Van An High School</i> 2. <i>He studies many subjects such as Math, Physics, Chemistry...</i> 3. <i>Because it is an international language.</i> 4. <i>She says that teaching is hard work, but she enjoys it because she loves working with children.</i> 5. <i>Because his son has to ride his bike in narrow and crowded streets on the way to school.</i> 	Pair work

9'	<p style="text-align: center;">AFTER YOU READ</p> <p>Tell Ss to work in groups: Choose one of the following topics and talk about it for about 5 minutes.</p> <p><i>What subjects you like learning best and why.</i></p> <p><i>What you like or dislike doing at school.</i></p> <p><i>What you worry about at school.</i></p> <p>Go to different groups and offer help if necessary.</p> <p>Suggested answers:</p> <p><i>I like learning English best because It is very interesting to learn. In class, we can exchange ideas and discuss various topics in English. Besides, we play a lot of exciting and useful games. At home, I can watch many TV programs such as films, game shows and talk shows in English. It is very interesting to watch TV shows and learn English at the same time.</i></p>	Group work
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarise the main points.</p> <p>Assign homework.</p>	Whole class

Supplements

Exercise

Read the talks and answer the questions

Hi, my name is Ngoc Anh. I was born in Hanoi and I come from class 10B, Kim Lien High School — one of the biggest high schools in Hanoi. I study many subjects but the subject I like most is English. In the English class, I can talk with friends and play games.

Everyday, I have to get up at 5:00 a.m to catch the bus to school because my house is on the other side of Hanoi.

Hello, my name is Bao Hung. I come from Hai Phong, a beautiful port city in the North of Vietnam, but now I am living in Hanoi. I am 10 grader of Hanoi Foreign Language Specialising High School. Now I am studying English and Russian and I can speak the languages quite well.

I am living in a flat near my school with a classmate. He comes from Thanh Hoa. We have to cook ourselves. It is rather hard but it helps us live independently.

1. *Is Hai Phong a city in the South of Vietnam?*
2. *What does Hung study?*
3. *Who does Hung live with?*
4. *In which class does Ngoc Anh study?*
5. *Where is Ngoc Anh's house?*

Answers:

1. *No, it isn't. It's in the North of Vietnam.*
2. *He studies English and Russian.*
3. *He lives with a classmate.*
4. *She studies in class 10B.*
5. *It's on the other side of Hanoi.*

PERIOD 2 (Speaking)

I. Aim

Making small talks in daily situations

II. Objectives

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

- use common expressions in making small talks.
- start and close a conversation.

III. Materials

Textbook, small cards...

IV. Anticipated problems

Ss may not be familiar with some expressions such as *How's everything at school? Catch up with you later...*

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<p style="text-align: center;">WARM-UP</p> <p>Rearranging Have Ss work in pairs. Give out 5 to 7 sentences whose words are not in good order. Ask Ss to rearrange the words to make complete sentences.</p> <ol style="list-style-type: none">1. <i>has, nice, to, you, talking, been, it, very.</i>2. <i>weekend, did, nice, have, a, you?</i>3. <i>up, later, catch, you, with.</i>4. <i>school, everything, how, at, is?</i>	Pair work

	<p>Answers:</p> <ol style="list-style-type: none"> 1. <i>It has been very nice talking to you.</i> 2. <i>Did you have a nice weekend?</i> 3. <i>Catch up with you later.</i> 4. <i>How's everything at school?</i> 													
10'	<p style="text-align: center;">PRESENTATION</p> <p>Ask Ss to look at Task 1 in the book.</p> <p>Have Ss work in pairs to put the expressions which are commonly used in making small talks under appropriate heading: <i>Starting a conversation</i> and <i>Closing a conversation</i>.</p> <p><i>Note:</i> For some Ss, this activity is easy, but it would be difficult due to some unfamiliar structures which need explaining:</p> <p><i>How's everything at school?</i></p> <p><i>Catch up with you later.</i></p> <p>Have Ss practice these expressions with his/her partner.</p> <p>Feedback and give correct answers:</p> <table border="1" data-bbox="410 970 1125 1514" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="410 970 789 1041" style="text-align: center;">Starting a conversation</th> <th data-bbox="789 970 1125 1041" style="text-align: center;">Closing a conversation</th> </tr> </thead> <tbody> <tr> <td data-bbox="410 1041 789 1113"><i>Good morning</i></td> <td data-bbox="789 1041 1125 1113"><i>Goodbye. See you later.</i></td> </tr> <tr> <td data-bbox="410 1113 789 1222"><i>How's everything at school?</i></td> <td data-bbox="789 1113 1125 1222"><i>Well, it's been nice talking to you.</i></td> </tr> <tr> <td data-bbox="410 1222 789 1333"><i>Hello. How are you?</i></td> <td data-bbox="789 1222 1125 1333"><i>Sorry. I've got to go. Talk to you later.</i></td> </tr> <tr> <td data-bbox="410 1333 789 1444"><i>Hi. How is school?</i></td> <td data-bbox="789 1333 1125 1444"><i>Great. I'll see you tomorrow.</i></td> </tr> <tr> <td data-bbox="410 1444 789 1514"><i>Hello. What are you doing?</i></td> <td data-bbox="789 1444 1125 1514"><i>Catch up with you later.</i></td> </tr> </tbody> </table>	Starting a conversation	Closing a conversation	<i>Good morning</i>	<i>Goodbye. See you later.</i>	<i>How's everything at school?</i>	<i>Well, it's been nice talking to you.</i>	<i>Hello. How are you?</i>	<i>Sorry. I've got to go. Talk to you later.</i>	<i>Hi. How is school?</i>	<i>Great. I'll see you tomorrow.</i>	<i>Hello. What are you doing?</i>	<i>Catch up with you later.</i>	Pair work
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<p>10'</p> <p>5'</p>	<p style="text-align: center;">PRACTICE</p> <p>Task 2 - Sentences Rearrangement</p> <p>Ask Ss to do Task 2 in pairs: Rearrange the sentences to make an appropriate conversation.</p> <p><i>Note:</i> Ss may study the expression in Task 1 again to have the correct rearrangement.</p> <p>Call on some pairs to practice the conversation in front of the class. T should draw Ss' attention to intonation and stress beside pronunciation.</p> <p>Comment on Ss' performance and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>D. Hi, Minh. Did you have a nice weekend?</i> 2. <i>F. Hello, Quan. Yes, I did. It's great.</i> 3. <i>B. What did you do?</i> 4. <i>H. I went to Lan's birthday party. The food was good and the people were interesting. What did you do, Quan?</i> 5. <i>E. Oh, I stayed at home and did my homework. Nothing special.</i> 6. <i>C. Where are you going now?</i> 7. <i>G. I'm going to the library to borrow some books. Sorry, I've got to go. Talk to you later.</i> 8. <i>A. Bye. See you later.</i> <p>Task 3 - Conversation Completion</p> <p>Ask Ss to keep on working in pairs: Complete the conversation with suitable words, phrases or sentences in the box.</p> <p>Call on some pairs to practice the completed conversation in front of the class.</p> <p>Give suggested answers:</p> <p><i>A: Hello, Hoa. You don't look very happy. What's the matter with you?</i></p>	<p>Pair work</p> <p>Pair work</p>
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	<p><i>B: Hi, Nam. I feel tired. I've got a headache.</i></p> <p><i>A: Sorry to hear that. You'd better go home and have a rest.</i></p> <p><i>B: Yes. That's a great idea. Goodbye, Nam.</i></p> <p><i>A: See you later.</i></p>	
10'	<p style="text-align: center;">FURTHER PRACTICE</p> <p>Have Ss choose another partner to form a new pair and then make a small talk on the following topics:</p> <p style="padding-left: 40px;"><i>The weather</i></p> <p style="padding-left: 40px;"><i>Last night's TV programs</i></p> <p style="padding-left: 40px;"><i>Football</i></p> <p style="padding-left: 40px;"><i>Plans for the next weekend</i></p> <p>Ask Ss to use the starting and ending of a conversation.</p> <p>Call on some pairs to act out the conversation in front of the class.</p> <p>Ask other Ss to comment on their conversations.</p> <p>Feedback and give suggested answers:</p> <p><i>A: Hi. How are you today?</i></p> <p><i>B: I'm fine. Thank you. Did you watch TV last night?</i></p> <p><i>A: It's a pity. I had to finish my homework last night. Is there anything interesting?</i></p> <p><i>B: Yes. It's the first time a contestant could answer 13 out of 15 questions in the game show Who wants to be millionaire. He is very brilliant.</i></p> <p><i>A: Really? I will try to finish homework early tomorrow so that I will be able to watch the repeated broadcast at 8p.m</i></p> <p><i>B: That's a good idea. I got to go now. See you then.</i></p> <p><i>A: Take care. Bye.</i></p>	Pair work

3'	WRAPPING	Whole class
	Summarise the main points. Assign homework.	

Supplements

Exercise

Rearrange the following sentences to make a conversation.

1. *Both teams played very well but Italian team scored two goals in the last two minutes and advanced to the final match.*
2. *Morning. How are you today?*
3. *Great! Italian team is my favourite one. I think Italian team will be the Champion.*
4. *Really? It's a pity I didn't watch that match. How was it?*
5. *Yes. Wish them luck in the final match next week.*
6. *Not bad. I am a bit tired because I stayed up late last night to watch the semi final match in World Cup 2006 between the host German team and Italian team.*

Answers:

2 – 6 – 4 – 1 – 3 – 5

PERIOD 3 (Listening)

I. Aim

Listening to mini conversations for specific information

II. Objectives

By the end of the lesson, Ss will be able to make mini conversations about daily topics such as *study at school, weather and travelling...*

III. Materials

Textbook, cassette,...

IV. Anticipated problems

Ss may have difficulty in catching exact words and phrases to fill the blanks in the conversation.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
5'	<p style="text-align: center;">WARM-UP</p> <p>Conversation Build</p> <p>Give out some key words from the conversations in the last period.</p> <p>E.g: <i>Hi, How? fine niceweekend? wonderful to the beach</i></p> <p>Ask Ss to work in pairs and build a conversation basing on the key words.</p> <p>Call on some pairs to practice the conversation in front of the class.</p> <p>Make necessary comments before starting the new lesson.</p>	Pair work
10'	<p style="text-align: center;">BEFORE YOU LISTEN</p> <p>Matching</p> <p>Ask Ss to work in pairs and match a question in A with a response in B.</p> <p>Call on some pairs to read aloud the question and response in front of the class.</p> <p>Feedback and give correct answers:</p> <p style="text-align: center;"><i>1. c 2. e 3. a</i> <i>4. b 5. d</i></p>	Pair work

	<p>If time allowed, encourage Ss to discuss the topics further.</p> <p>Pictures description</p> <p>Keep Ss in pairs and ask them to ask and answer about the pictures. T may also directly ask Ss. Suggested questions:</p> <p style="padding-left: 40px;"><i>What do you see in the pictures?</i></p> <p style="padding-left: 40px;"><i>Who are they?</i></p> <p style="padding-left: 40px;"><i>What are they doing?</i></p> <p>Make sure Ss see all the details of the pictures clearly before playing the tape.</p>	
7'	<p style="text-align: center;">WHILE YOU LISTEN</p> <p>Task 1 - Matching</p> <p>Ask Ss to listen to the conversations and match them with the pictures.</p> <p>Play the tape more than once if necessary.</p> <p>Tell Ss to listen for main ideas and key words, not for specific information in the first time.</p> <p>Call on some Ss to explain their answers to class.</p> <p>Feedback and give correct answers:</p> <p style="padding-left: 40px;"><i>Conversation 1: Picture b</i></p> <p style="padding-left: 40px;"><i>Conversation 2: Picture c</i></p> <p style="padding-left: 40px;"><i>Conversation 3: Picture d</i></p> <p style="padding-left: 40px;"><i>Conversation 4: Picture a</i></p>	Individual work
7'	<p>Task 2 - Answering Questions</p> <p>Have Ss listen to the tape again and answer the questions.</p> <p>Let Ss listen to the tape several times if necessary and have a pause between conversations to make it easier for Ss while they are doing the task.</p> <p>Call on some Ss to read aloud their answers in front of the class.</p>	Individual work

7'	<p>Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>She takes English.</i> 2. <i>She is in Miss Lan Phuong's class.</i> 3. <i>He is at a party.</i> 4. <i>He stays there for a week.</i> 5. <i>No, she doesn't. She travels alone.</i> <p>Task 3 - Conversation Completion</p> <p>Ask Ss to work in pairs and study the conversation. Encourage them to guess the missing words. Play the last conversation again.</p> <p>Ask Ss to listen to it and complete the conversation by filling in the missing information.</p> <p><i>Note:</i> This task may cause difficulty to some Ss because it requires Ss to write down the exact words in the tape.</p> <p>Call on some pairs to practice the completed conversation.</p> <p>Comment on Ss' performance and give correct answers:</p> <p><i>A: Hoa. How do you like (1) it here?</i></p> <p><i>B: It's (2) very nice. The hotel is (3) big and my room is (4) comfortable.</i></p> <p><i>A: Are you (5) travelling with your friends?</i></p> <p><i>B: (6) No. I'm travelling (7) alone.</i></p> <p><i>A: Would you like to go somewhere (8) for a drink?</i></p> <p><i>B: That's great.</i></p> <p>Tapescript</p> <p>Conversation 1</p> <p><i>A: So, what are you taking this semester, Lan?</i></p> <p><i>B: Well, I'm taking English.</i></p> <p><i>A: Me too. Whose class are you in?</i></p>	Pair work
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	<p><i>B: Miss Lan Phuong's.</i></p> <p><i>A: How do you like the class?</i></p> <p><i>B: I really enjoy it.</i></p> <p>Conversation 2</p> <p><i>A: Are you enjoying yourself, Nam?</i></p> <p><i>B: Yes, I am.</i></p> <p><i>A: Would you like me to get you something to drink?</i></p> <p><i>B: Not right now, thanks.</i></p> <p>Conversation 3</p> <p><i>A: Son, how do like the weather in Nha Trang?</i></p> <p><i>B: Oh, it's great.</i></p> <p><i>A: So, when did you get here?</i></p> <p><i>B: I arrived yesterday.</i></p> <p><i>A: How long are you going to stay?</i></p> <p><i>B: For a week.</i></p> <p><i>A: Do you want to go for a swim?</i></p> <p><i>B: Sure.</i></p> <p>Conversation 4</p> <p><i>A: Hoa. How do you like it here?</i></p> <p><i>B: It's very nice. The hotel is big and my room is comfortable.</i></p> <p><i>A: Are you travelling with your friends?</i></p> <p><i>B: No. I'm travelling alone.</i></p> <p><i>A: Would you like to go somewhere for a drink?</i></p> <p><i>B: That's great.</i></p>	
6'	<p style="text-align: center;">AFTER YOU LISTEN</p> <p>Ask Ss to work in groups of 3 or 4 and discuss the problems they have experienced at school.</p> <p>Suggest the common problems at school: <i>getting bad marks, having difficulty in making friends, coming to class late, be slow at learning...</i></p>	Group work

	<p>During the discussion, Ss should use these questions:</p> <p><i>What problems have you got at school?</i></p> <p><i>What is / are the reasons(s)?</i></p> <p><i>What have you done to solve it / them?</i></p> <p><i>Who helps you to solve it?</i></p> <p>Go around the class and offer help if necessary.</p>	
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarise the main points.</p> <p>Assign homework.</p>	Whole class

Supplements

Game

Conversation Build

Give out key words as the skeleton for some conversations and ask Ss to work in pairs to make conversations.

Note: The topics should be familiar with Ss' life.

PERIOD 4 (Writing)

I. Aim

Filling in a form

II. Objectives

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

- fill some common forms such as *enrolment form, simple application form, library admission form, ...*
- use useful words and structures in some certain forms.

III. Materials

Textbook, whiteboard markers...

Samples of some common forms

IV. Anticipated problems

Ss may not be familiar with forms and languages used in forms

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
5'	<p style="text-align: center;">WARM-UP</p> <p>Task 1 - Q&A Ask Ss to work in pairs and answer the following questions: <i>Have you ever filled in a form? On what occasions?</i> <i>What sort of information do you often have to provide when you fill in a form?</i> Give examples of some commonly-used forms: <i>application form, entry admission form...</i></p>	Pair work
10'	<p style="text-align: center;">PRESENTATION</p> <p>Vocabulary pre-teach Country of origin: Quê quán Present address: Địa chỉ chỗ ở hiện tại Marital status: Tình trạng hôn nhân Occupation: Nghề nghiệp Block capitals: Chữ viết hoa Delete: Xóa Applicable: Thích hợp, phù hợp</p> <p>Checking technique</p> <p>Task 2 - Matching Ask Ss do task 2. Match a line in A with a question in B. Have Ss compare their answers with a partner.</p>	Pair work and Whole class

	<p>Explain and give correct answers:</p> <ol style="list-style-type: none"> 1. First name - <i>What's your first name?</i> 2. Surname - <i>What's your surname?</i> 3. Date of birth - <i>When were you born?</i> 4. Country of origin - <i>Where were you born?</i> 5. Present address - <i>Where are you living at the moment?</i> 6. Marital status - <i>Are you married or single?</i> 7. Occupation - <i>What do you do?</i> <p><i>Note: T may introduce more questions that are used in a form:</i></p> <p>Place of birth: <i>Where were you born?</i></p> <p>Telephone number: <i>What's your telephone number?</i></p> <p>.....</p>	
5'	<p style="text-align: center;">PRACTICE</p> <p>Set the scene</p> <p><i>As you know, forms ask you to do certain things. And it is important to understand what they require you to do. Now look at Task 3 and try to do what you are required to do.</i></p> <p>Task 3 - Doing What Forms ask</p> <p>Have Ss do the task individually.</p> <p>Go around the class and provide help if necessary.</p> <p>Further explain and translate into Vietnamese if necessary.</p> <ol style="list-style-type: none"> 1. Write your name in block capitals (Viết tên bằng chữ in hoa) 2. Sign your name (Ký tên) 	Individual work

10'	<p>3. Delete where not applicable (Gạch bỏ thông tin không phù hợp)</p> <p>4. Put a cross if you are male (Đánh dấu X nếu bạn là nam)</p> <p>5. Put a tick you are female (Đánh dấu √ nếu bạn là nữ)</p> <p>Task 4 - Filling in the form</p> <p>Ask Ss to study the form carefully and fill in the form using their own information.</p> <p>Call on 2 Ss to fill in the form on the board while others doing the task in the textbook.</p> <p>Tell Ss to look at the board and comment on their performance.</p> <p>Correct the form as the whole class.</p> <p>Give suggested answers:</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p align="center">THE OAK TREE SCHOOL OF ENGLISH ENROLMENT FORM</p> <p align="center">PLEASE WRITE IN CAPITAL LETTERS</p> <p>Mr / Mrs / Miss*</p> <p>Surname: Nguyen</p> <p>First name: Bao Hung</p> <p>Date of birth: January 21, 1988</p> <p>Nationality: Vietnamese</p> <p>Language(s): Vietnamese, English, and Chinese</p> <p>Address in your country: 15, Kham Thien Street, Hanoi</p> <p>Occupation: Student</p> <p>Reason for learning English: Business / Pleasure / Exams / Others*</p> <p>(If others, please specify)</p> <p>How many hours a day do you want to stay at the school? 4 hours</p> <p>What date do you want to start? May 22, 2006</p> <p>* Delete where not applicable.</p> </div>	Individual and Pair work
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12'	PRODUCTION	
	Ask Ss to work in pairs and carry out the interview to fill in the form. One S asks and the other answers. If time allowed, call on some pairs to act out the interview in front of the class.	Pair work
3'	WRAPPING	
	Summarise the main points. Assign homework.	Whole class

Supplements

Form sample of an English centre

APPLICATION FORM FOR YOUNG LEARNERS

Please read the important information overleaf before filling out this form. All the information given will help us to find the best course for you.

Course applied for: English for Young learners (7 - 11) English for Teenagers (12 -16)
Others (Please specify)

STUDENT INFORMATION

Full name: Male Female
Date of birth: Nationality:.....
Home address: Tel:..... Email:.....
Grade: School:.....
Where have you studied English? What level:.....

PARENT INFORMATION

Name of mother or father:..... Profession:.....
Office address:..... Tel:..... Fax:.....
Mobile phone:..... E-mail address

CLASS INFORMATION

How often would like to study: Once a week Twice a week

What day would you prefer to study? Mon Thu Mon Thu
 Tue Fri Tue Fri
 Wed Sat Wed Sat
 Sun Sun

How did you know our centre? Newspaper Friend School Internet

Applicant's signature:..... Date:.....

Parent's signature:..... Date :.....

PERIOD 5 (Language focus)

I. Aim

Revision of the sounds /ʌ/ and /ɑ:/

Using *gerund* and *to - infinitive*

II. Objectives

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

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

III. Materials

Textbook, cassette, whiteboard markers,...

IV. Anticipated problems

Ss may find it difficult to put the correct *-ing* or *infinitive* form of the verbs.

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>bsutcej</i> —————→ <i>subject</i>2. <i>skat</i> —————→ <i>task</i>3. <i>lmeeaf</i> —————→ <i>female</i>4. <i>ctarfif</i> —————→ <i>traffic</i>	Group work
5'	<p style="text-align: center;">PRONUNCIATION</p> <p style="text-align: center;">PRESENTATION 1</p> <p>Demonstrate the sounds /ʌ / and /ɑ: / by pronouncing them clearly and slowly.</p> <p>Help Ss to distinguish these two sounds.</p> <p>Instruct the way to pronounce:</p> <p>/ʌ /: first practice the sound /æ / then put your tongue back a little.</p> <p>/ʌ / is very short sound.</p>	Whole class

	<p>/ɑ:/: first pronounce the sound /ɑ:/ then put your tongue down and back.</p> <p>/ɑ:/ is a long sound.</p>	
5'	<p style="text-align: center;">PRACTICE 1</p> <p>Play the tape and ask them to repeat.</p> <p>Call on some Ss to repeat the sounds clearly to in front of the class.</p> <p>Ask Ss to work in pairs and practice the sentences.</p> <p>Introduce peer correction.</p> <p>Go around the class and provide help if necessary.</p>	Pair work
7'	<p style="text-align: center;">GRAMMAR AND VOCABULARY PRESENTATION AND PRACTICE 2</p> <p>Keep Ss in pairs and ask them to make questions for the responses.</p> <p><i>Note:</i> This is an easy activity so it can be carried out in a short time. There will be various acceptable questions.</p> <p>Call on some pairs to read the questions and responses aloud in front of the class.</p> <p>Give suggested answers:</p> <ol style="list-style-type: none"> 1. <i>When did you come back from Ho Chi Minh City?</i> 2. <i>How long did you stay there?</i> 3. <i>Who did you come with?</i> 4. <i>Where did you live?</i> 5. <i>Why do you learn English?</i> 6. <i>What time is it?</i> 7. <i>How many children have they got?</i> 	Pair work

10'	<p style="text-align: center;">PRESENTATION 3</p> <p>Distinguish the <i>infinitive</i> and <i>-ing</i> form</p> <p>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 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>to-infinitive</i> and <i>-ing</i>:</p> <p>The verbs can only be followed by <i>to-infinitive</i>:</p> <p style="text-align: center;"><i>agree</i></p> <p style="text-align: center;"><i>refuse</i></p> <p style="text-align: center;"><i>manage</i></p> <p style="text-align: center;"><i>fail</i></p> <p style="text-align: center;"><i>decide</i></p> <p style="text-align: center;"><i>plan</i></p> <p style="text-align: center;"><i>hope</i></p> <p style="text-align: center;"><i>expect</i></p> <p style="text-align: center;"><i>seem</i></p> <p style="text-align: center;"><i>tend</i></p>	Whole class
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	<p>The verbs can only be followed by <i>-ing</i> form:</p> <p><i>enjoy</i></p> <p><i>avoid</i></p> <p><i>mind</i></p> <p><i>consider</i></p> <p><i>practice</i></p> <p><i>miss</i></p> <p><i>postpone</i></p> <p><i>risk</i></p> <p>The <i>to-infinitive</i> and <i>-ing</i> never mean the same when we use after these verbs: remember, forget, try, and stop.</p> <p>Remember + to-infinitive refers to an action in the future (or to a “future” action as seen from the past.):</p> <p><i>Remember to post the letters. (= don't forget to)</i></p> <p><i>I remembered to post the letters. (= I didn't forget to)</i></p> <p>Remember + -ing refers to the past:</p> <p><i>I remember posing the letters.</i></p> <p><i>(= I posted them and I remember the action)</i></p> <p>Forget + to-infinitive refers to future actions (or to a future action as seen from the past):</p> <p><i>Don't forget to ask Tom. I forgot to ask Tom.</i></p> <p>Forget + -ing refers to the past:</p> <p><i>Have you forgotten meeting her?</i></p> <p>Regret + to-infinitive refers to future or present:</p> <p><i>We regret to inform you that you failed in the exam.</i></p> <p>Regret + -ing refers to present or past:</p> <p><i>I regret buying so many newspapers.</i></p> <p>Try + to-infinitive means “make an effort”:</p> <p><i>You should try to get high marks in the final exam.</i></p> <p>Trying + -ing means “experiment”:</p>	
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	<p><i>Try learning French and you will find it interesting.</i></p> <p>Stop + to-infinitive refers to a purpose</p> <p><i>On the way to school, I stopped to buy a newspaper.</i></p> <p>Stop + -ing: -ing is the object of the verb:</p> <p><i>We couldn't stop laughing because of his funny story.</i></p>	
7'	<p style="text-align: center;">PRACTICE 3</p> <p>Ask Ss to read the letter carefully and fill in each blank with an <i>-ing</i> and <i>to-infinitive</i> form of the verb in brackets.</p> <p>Tell Ss to compare their answers with a friend.</p> <p>Call on some Ss to read the completed letter.</p> <p>Make necessary corrections.</p> <p>Give correct answers:</p> <p><i>Dear Lisa,</i></p> <p><i>I expected (1) to hear from you. I hope you are OK. I'm busy but happy.</i></p> <p><i>Last night I went to a party at one of my classmates' home. I was really nervous. You know how I usually avoid (2) going to parties because I have trouble (3) remembering people's names. Well, last night things were different. Before the party, I read a book about improving your memory, I practice (4) doing some of the memory exercises. They really helped. As a result, I stopped (5) worrying about what people would think of me, and I tried (6) to pay attention to what people were saying. And guess what? I had a good time! I'm even planning (7) to go dancing with this guy from my class.</i></p> <p><i>Why don't you consider (8) visiting me? I really miss (9) seeing you. Please write. I always enjoy (10) hearing from you.</i></p> <p><i>Best wishes,</i></p> <p><i>Sonia</i></p>	Individual work

PRACTICE 4		
6'	<p>Further practice with <i>-ing</i> and <i>to-infinitive</i> form.</p> <p>Ask Ss to work in pairs and complete the sentences using an <i>-ing</i> or <i>to-infinitive</i> form of the verbs in the box.</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>It was a nice day, so we decided to go for a walk.</i> 2. <i>I'm not in a hurry. I don't mind waiting.</i> 3. <i>They were hungry, so she suggested having dinner early.</i> 4. <i>I'm still looking for a job, but I hope to find something soon.</i> 5. <i>We must do something. We can't go on living like this.</i> 6. <i>Could you please stop making so much noise?</i> 7. <i>Our neighbour threatened to call the police if we didn't stop the noise.</i> 8. <i>Lan was in a difficult situation, so I agreed to lend her some money.</i> 9. <i>Suddenly everybody stopped talking.</i> 10. <i>Don't forget to post the letter I gave you.</i> 	Pair work

UNIT 3

PEOPLE'S BACKGROUND

PERIOD 1 (Reading)

I. Aim

Reading for general ideas and specific information

II. Objectives

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

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

III. Materials

Textbook, whiteboard markers,...

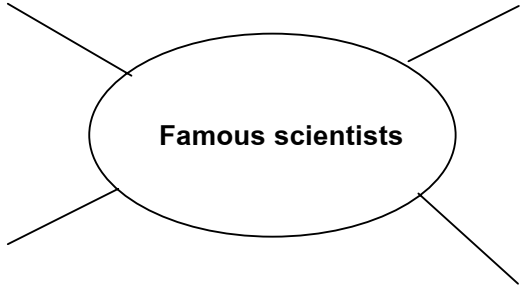
Pictures of some famous scientists,...

IV. Anticipated problems

Ss may lack of information about Marie Curie.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	WARM-UP Networks Have Ss work in groups of 3 to 4. Ask them to make a list of famous scientists. After 5 minutes, the group with the longest list will be the winner.	Group work

	<div style="text-align: center;">  <p>Famous scientists</p> </div> <p><i>Note:</i> Ss may give the wrong spellings of some scientists. Accept them and make necessary corrections.</p> <p>Ask further questions about some scientists regarding their specialisations and achievements.</p>	
7'	<p style="text-align: center;">BEFORE YOU READ</p> <p>Ask Ss to work in pairs and answer the following questions:</p> <p><i>Have you ever heard of Marie Curie?</i></p> <p><i>What do you know about her?</i></p> <p>Set the scene</p> <p><i>Marie Curie is the world famous scientist. She made great contributions to the world's science. Today, we will learn about her life and her research. Firstly, let's have a quick look at some new words and phrases that you will come across in the passage.</i></p> <p>Vocabulary pre-teach</p> <p>general education (n): <i>comprehensive study of all subjects and skills</i> (giáo dục phổ thông)</p> <p>brilliant (a): <i>clever, quick at learning</i> (thông minh, sáng dạ)</p> <p>mature (a): <i>fully-grown/developed in character and power</i> (trưởng thành)</p> <p>harbour the dream of: <i>foster/keep in mind the dream of doing smt</i> (nuôi ước mơ trở thành...)</p>	Pair work and Whole class

	<p>flying colours: (<i>leave university</i>) with excellent grade (tốt nghiệp đại học loại ưu)</p> <p>PhD: <i>Doctor of Phylosophy</i> (Tiến sĩ)</p> <p>tragic death: <i>die painfully, tragically</i> (cái chết đau khổ)</p> <p>to be awarded: <i>to be presented with</i> (được trao cái gì)</p> <p>atomic weight of radium: (translation) (trọng lượng nguyên tử)</p> <p>humanitarian wish: (translation) (mong muốn nhân đạo)</p>	
	WHILE YOU READ	
7'	<p>Task 1 - Matching</p> <p>Ask Ss to read the passage individually and match the words or phrases in A with their meanings in B.</p> <p>Tell Ss to refer to Vocabulary pre-teach for help and encourage them to try to guess the meanings of the words in the context of the reading.</p> <p>Call on some Ss to read and explain their answers aloud in front of the class.</p> <p>Feedback and give correct answers:</p> <p style="text-align: center;">1. c 2. e 3. a 4. d 5. b</p>	Individual work
7'	<p>Task 2 - True or False</p> <p>Have Ss read the passage more carefully and decide whether the statements are true (T) or false (F). Correct the false information.</p> <p>Ask Ss to highlight or underline the information in the passage that helps Ss find the correct answers.</p> <p>Call on some Ss to explain their answers. It's up to Ss' level, T may ask further questions such as:</p> <p><i>Why is it true / false?</i></p>	Individual work

	<p><i>Can you give me the information in the passage?</i></p> <p>Feedback and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>T</i> 2. <i>F (Her dream was to become a scientist.)</i> 3. <i>T</i> 4. <i>F (She married Pierre Curie in 1895.)</i> 5. <i>T</i> <p>Task 3 - Answering Questions</p> <p>7' Ask Ss to do the task in pairs to answer the questions. Tell Ss to compare their answers with other pairs. Let them discuss and correct for one another.</p> <p>Feedback and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>Marie Curie was born in Warsaw on November 7, 1867.</i> 2. <i>She was a brilliant and mature student.</i> 3. <i>She worked as a private tutor to save money for a study tour abroad.</i> 4. <i>She was awarded a Nobel Prize in Chemistry for determining the atomic weight of radium.</i> 5. <i>No, it wasn't. Her real joy was "easing human suffering."</i> 	Pair work
5'	<p style="text-align: center;">AFTER YOU READ</p> <p>Make sure Ss understand all the adjectives in the book.</p> <p>Further explain if necessary</p> <p>Instruct the task:</p> <p><i>Above are five adjectives we may use to describe Marie Curie. Find the evidence from the passage to prove each of them.</i></p> <p>Ask Ss to work in groups and highlight or underline the evidence that they find in the passage.</p>	Group work

	<p>Give suggested answers:</p> <p><i>strong-willed (She harboured the dream of scientific career, which was impossible for a woman at that time.)</i></p> <p><i>ambitious (In spite of her difficult situation, she worked extremely hard and earned a degree in Physics with flying colours.)</i></p> <p><i>hard-working (She works extremely hard.)</i></p> <p><i>intelligent (As a brilliant student,...)</i></p> <p><i>humane (She had a humanitarian wish that ease human suffering.)</i></p>	
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarise the main points.</p> <p>Assign homework.</p>	Whole class

Supplements

Further reading about Marie Curie

Marie Curie, a Polish-born French chemist	
<i>Birth</i>	<i>November 7, 1867</i>
<i>Death</i>	<i>July 4, 1934</i>
<i>Place of Birth</i>	<i>Warsaw, Poland</i>
<i>Principal Residence</i>	<i>Paris, France</i>
<i>Known for</i>	<i>Pioneering the study of radioactivity and discovering the radioactive elements radium and polonium</i>
	<i>Winning the 1903 Nobel Prize in physics with her husband, Pierre Curie, and Antoine Henri Becquerel</i>
	<i>Winning the 1911 Nobel Prize in chemistry, and becoming the first scientist to receive the award in two different scientific categories</i>

Career	<i>1891 Entered the Sorbonne (now part of the Universities of Paris) to study physics and mathematics</i>
	<i>1898 Discovered the radioactive elements radium and polonium with her husband, Pierre Curie</i>
	<i>1903 Received her doctorate in physics from the Sorbonne</i>
	<i>1906 Became professor of general physics and the first woman to teach at the Sorbonne</i>
	<i>1914 Equipped ambulances with X-ray equipment to be used on the front lines of World War I</i>
	<i>1918-1934 Directed the Research Department at the Radium Institute of the University of Paris</i>
Did You Know	<i>Marie Curie was the first woman to teach at the Sorbonne in Paris, and the first woman to receive a Nobel Prize.</i>
	<i>Marie Curie died of leukemia brought on by her prolonged exposure to radioactivity. The notebooks she used are still radioactive.</i>
	<i>Marie Curie's daughter, Irène Joliot-Curie, won the 1935 Nobel Prize in chemistry.</i>
	<i>The element curium, discovered in 1944, was named in honor of Marie and her husband, Pierre.</i>

PERIOD 2 (Speaking)

I. Aim

Speaking about someone's background

II. Objectives

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

III. Materials

Textbook, whiteboard markers...

Interview forms, posters and small cards,...

IV. Anticipated problems

Ss may not understand the term *background* clearly.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>																																																																																																														
10'	<p style="text-align: center;">WARM-UP</p> <p>Word Square</p> <p>Ask Ss to work in groups.</p> <p>Stick the big poster on the board and give each group the copy of the word square.</p> <p>The word square contains 10 words about Marie Curie.</p> <p>Tell the groups find the words by circling the words and write them down below the word square.</p> <p>The group which has the correct first will be the winner.</p> <table border="1"><tbody><tr><td>H</td><td>B</td><td>R</td><td>I</td><td>L</td><td>L</td><td>I</td><td>A</td><td>N</td><td>T</td></tr><tr><td>U</td><td>A</td><td>H</td><td>N</td><td>B</td><td>W</td><td>L</td><td>M</td><td>H</td><td>V</td></tr><tr><td>M</td><td>M</td><td>A</td><td>T</td><td>U</td><td>R</td><td>E</td><td>B</td><td>S</td><td>R</td></tr><tr><td>A</td><td>C</td><td>R</td><td>E</td><td>C</td><td>D</td><td>K</td><td>I</td><td>E</td><td>C</td></tr><tr><td>N</td><td>H</td><td>D</td><td>L</td><td>Y</td><td>W</td><td>A</td><td>T</td><td>D</td><td>U</td></tr><tr><td>E</td><td>E</td><td>D</td><td>L</td><td>R</td><td>A</td><td>D</td><td>I</td><td>U</td><td>M</td></tr><tr><td>E</td><td>M</td><td>S</td><td>I</td><td>G</td><td>B</td><td>T</td><td>O</td><td>W</td><td>P</td></tr><tr><td>O</td><td>I</td><td>Z</td><td>G</td><td>V</td><td>W</td><td>C</td><td>U</td><td>O</td><td>F</td></tr><tr><td>R</td><td>S</td><td>M</td><td>E</td><td>U</td><td>S</td><td>R</td><td>S</td><td>T</td><td>R</td></tr><tr><td>S</td><td>T</td><td>T</td><td>N</td><td>O</td><td>B</td><td>E</td><td>L</td><td>V</td><td>A</td></tr><tr><td>W</td><td>B</td><td>A</td><td>T</td><td>O</td><td>M</td><td>I</td><td>C</td><td>B</td><td>C</td></tr></tbody></table>	H	B	R	I	L	L	I	A	N	T	U	A	H	N	B	W	L	M	H	V	M	M	A	T	U	R	E	B	S	R	A	C	R	E	C	D	K	I	E	C	N	H	D	L	Y	W	A	T	D	U	E	E	D	L	R	A	D	I	U	M	E	M	S	I	G	B	T	O	W	P	O	I	Z	G	V	W	C	U	O	F	R	S	M	E	U	S	R	S	T	R	S	T	T	N	O	B	E	L	V	A	W	B	A	T	O	M	I	C	B	C	Group work
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	<p>Answers:</p> <p>→ <i>brilliant, mature, radium, Nobel, atomic</i></p> <p>↓ <i>humane, hard, chemist, intelligent, ambitious</i></p>	
7'	<p style="text-align: center;">PRESENTATION</p> <p>Explicit the term “background”.</p> <p>Ask Ss to work in pairs and decide which items can tell somebody’s background.</p> <p>Encourage Ss to discuss the items and choose the appropriate ones.</p> <p>Further explain and give the correct answers.</p> <ul style="list-style-type: none"> • <i>Family</i> • <i>Education</i> • <i>Experience</i> <p>Ask Ss to discuss the questions that can be used to get information for each item.</p> <p>Call on some Ss to give questions for each item.</p> <p>Give suggested answers:</p> <p>Family</p> <p><i>How many people are there in your family?</i></p> <p><i>What does your father do?</i></p> <p>Education</p> <p><i>Where did you study at high school?</i></p> <p><i>What subjects do you like best?</i></p> <p><i>What degree do you have?</i></p> <p>Experience</p> <p><i>How long have you worked as a doctor/teacher...?</i></p> <p><i>What experience do you have?</i></p>	Whole class
15'	<p style="text-align: center;">PRACTICE</p> <p>Set the scene</p> <p><i>Imagine you are a journalist. Use the cues below to interview a classmate about his/her background or</i></p>	Pair work

	<p><i>that of a person he/she knows well. Change the role when you have finished.</i></p> <p>Give Ss the interview form (See supplements) or ask Ss to draw a form by themselves.</p> <p><i>Note:</i> Before carrying out the interview, Ss should study the items of information carefully and find the questions for each item.</p> <p>Give questions for the information items:</p> <p>Greeting: <i>Good morning!</i></p> <p>Date of birth: <i>When were you born?</i></p> <p>Place of birth: <i>Where were you born?</i></p> <p>Home: <i>Where do you live?</i></p> <p>Parents: <i>Can you tell me about your parents?</i></p> <p>Brother(s): <i>How many brothers /sisters have you got / Do you have...?</i></p> <p>Primary school: <i>What's the name of your primary school / secondary school?</i></p> <p>Schoolwork: <i>Have you ever been a leader of.../ Were you a member of any clubs?</i></p> <p>Favourite subject: <i>What subjects do you like best?</i></p> <p>Experience: <i>How do you work at school?</i></p> <p>Thanking: <i>Thank you very much!</i></p> <p>Ask Ss to carry out the interview in pairs. Rearrange Ss' seats to make them sit face to face.</p> <p>Go around the class and offer help if necessary. Make sure that all Ss have the form filled before moving to the next activity.</p>	
10'	<p style="text-align: center;">PRODUCTION</p> <p>Ask Ss to work in groups and talk about the person they have known through interview.</p> <p>Call on some Ss to give a small talk in front of the class.</p> <p>Comment on Ss' performance and make necessary corrections.</p>	Group work

	Suggested answers: <i>The person I interview is Lan. She was born in 1991 in Hanoi. There are five members in her family...</i>	
3'	WRAPPING Summarise the main points. Assign homework.	Whole class

Supplements

INTERVIEW FORM		
Order	Items	Information
1	Greeting <i>Good morning!</i>	
2	Date of birth <i>When were you born?</i>	
3	Place of birth <i>Where were you born?</i>	
4	Home <i>Where do you live?</i>	
5	Parents <i>Can you tell me about your parents?</i>	
6	Brother(s) <i>How many brothers /sisters have you got? / do you have...?</i>	
7	Primary school <i>What's the name of your primary school / secondary school?</i>	
8	Schoolwork <i>Have you ever been a leader of.../ Were you a member of any clubs?</i>	
9	Favourite subject <i>What subjects do you like best?</i>	
10	Experience <i>How do you work at school?</i>	
11	Thanking <i>Thank you very much!</i>	

PERIOD 3 (Listening)

I. Aim

Listening for specific information about Olympic champions

II. Objectives

By the end of the lesson, Ss will be able to talk about one of the Olympic champions by using the information regarding her background and career.

III. Materials

Textbook, whiteboard markers, cassette...

IV. Anticipated problems

Ss may have difficulty in understanding some words in the tape such as *teacher's diploma, general education...*

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
5'	<p style="text-align: center;">WARM-UP</p> <p>Ask Ss to work in pairs and talk about Olympic and Olympic Champions.</p> <p>Suggest the questions:</p> <p><i>What do you know about Olympic?</i></p> <p><i>(When did the Olympic start? How often is it held?)</i></p> <p><i>Do you know any Olympic champions?</i></p> <p><i>What do you want to know about an Olympic champion? Do you want to know about his/her family background/career success/ medals?</i></p> <p>Gather ideas that Ss discuss and give some background information about Olympic and Olympic champions. (See Supplements)</p>	Pair work

7'	<p style="text-align: center;">BEFORE YOU LISTEN</p> <p>Vocabulary pre-teach</p> <p>Diploma (n): <i>the formal document recognising the successful completion of a certain programme of academic studies. E.g: high school diploma</i> (chứng chỉ văn bằng cấp sau một khóa học, một cấp học)</p> <p>Certificate (n): <i>the general testimonial of something such as a birth / marriage / death certificate</i> (giấy chứng nhận như giấy chứng sinh, chứng tử,...)</p> <p>Degree (n): <i>the award given by university for completing an academic study programme such as Bachelor's Degree, Master's Degree,...</i> (Văn bằng do trường Đại học cấp sau khi tốt nghiệp như bằng cử nhân, thạc sĩ,...)</p> <p>Sports teacher (n): <i>a teacher who teaches sports</i> (giáo viên dạy thể dục)</p> <p>Checking technique</p> <p>Sentence modelling</p> <p>Ask Ss to make sentences with the above words and make sure they understand the meanings of the words clearly.</p>	Whole class
10'	<p style="text-align: center;">WHILE YOU LISTEN</p> <p>Set the scene</p> <p><i>Sally has been the Olympic champion. You are going to listen to a conversation between her and Bob and do the tasks followed.</i></p> <p>Task 1 - True or False</p> <p>Ask Ss to listen to the tape and decide whether the statements are true (T) or false (F).</p> <p>Play the tape several times if necessary.</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

10'	<p>Feedback and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>T</i> 2. <i>T</i> 3. <i>F (I don't have much free time.)</i> 4. <i>T</i> 5. <i>F (I want to be a sports teacher.)</i> <p>Task 2 - Gap filling</p> <p>Tell Ss to read the sentences carefully and try to guess the missing words in the blanks.</p> <p>Ask Ss to listen to the conversation again and fill the blanks.</p> <p>Play the tape more than once if necessary.</p> <p>Check the task as the whole class.</p> <p>Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>Sally got general education at local schools.</i> 2. <i>She lives in Manchester with her family.</i> 3. <i>She likes different sports-basketball and swimming, for example.</i> 4. <i>She likes to read love stories-romantic books.</i> 5. <i>She wants to get her teacher's diploma.</i> <p>Tapescript</p> <p><i>Bob: Congratulations. You are now the Olympic Champion.</i></p> <p><i>Sally: Thanks. Yes, I'm very happy.</i></p> <p><i>Bob: Our readers want to know all about you.</i></p> <p><i>Sally: That's nice! Well, ask me your questions.</i></p> <p><i>Bob: First of all, tell me something about yourself.</i></p> <p><i>Sally: Well, I was born in 1980. I got a general education at local schools and when I was 15, I joined the Star Sports Club near my home.</i></p>	Individual work
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	<p><i>Bob: Where is your home?</i></p> <p><i>Sally: In Manchester.</i></p> <p><i>Bob: I see. And do you live alone?</i></p> <p><i>Sally: No. I live with my family, my parents and two brothers.</i></p> <p><i>Bob: What do you like to do in your free time?</i></p> <p><i>Sally: Well, I don't have much free time, but I like different sports - basketball and swimming, for example and just sitting at home and reading.</i></p> <p><i>Bob: What sort of books do you like?</i></p> <p><i>Sally: Oh, love stories - romantic books.</i></p> <p><i>Bob: And what do you want to be in the future?</i></p> <p><i>Sally: I want to be a sports teacher. I'm a student at college. I want to get my teacher's diploma.</i></p> <p><i>Bob: I see. Now tell me...</i></p>	
10'	<p style="text-align: center;">AFTER YOU LISTEN</p> <p>Give Ss the outline of Sally's background:</p> <p><i>1980.....local schools.....15..... family</i> <i>.....basketball and swimmingsports</i> <i>teacher.....teacher's diploma</i></p> <p>Ask Ss to work in groups and base on these guidelines to make a short talk about Sally.</p> <p>Call on some Ss to give the talk to class.</p> <p>Comment on Ss' performance regarding pronunciation and body language.</p>	Group work
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarise the main points.</p> <p>Assign homework.</p>	Whole class

Supplements

Further reading about Olympic

The Olympic Games, or Olympics, are an international multi-sport event taking place every four years and comprising summer and winter games. Beginning in 776 BC, they were originally held in Olympia, Greece until 393 AD. In 1896, they were revived by a French nobleman, Pierre Frèdy, Baron de Coubertin, thus beginning the era of the Modern Olympic Games.

The Summer Olympics (Games of the Olympiad) have been held every fourth year starting in 1896, except in 1916, 1940, and 1944 due to the World Wars.

An event specifically for winter sports, the Olympic Winter Games, was first held in 1924. The first winter Olympics competitions were held as a non-Olympic sports festival, but were declared to be official Games by the International Olympic Committee in 1925. Originally these were held in the same year as the Summer Olympics, but from 1994 (the Lillehammer Games) the Winter Games and the Summer Games have been held two years apart.

PERIOD 4 (Writing)

I. Aim

Writing a C.V about people's background

II. Objectives

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

- write a simple C.V.
- get to know the format, layout and essential information of a C.V.

III. Materials

Textbook, whiteboard markers,...

Some C.V samples

IV. Anticipated problems

Ss may not know what a C.V is or what it is for.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
5'	<p style="text-align: center;">WARM-UP</p> <p>Gap - filling Definition of a C.V Ask Ss to work in group and fill in the blank with the words given.</p> <p><i>Purpose, summary, capable, shows, contains</i> <i>A Curriculum Vitae or a C.V is a personal (1) of a person's background, experience, training and skills. It (2) an applicant's suitability and potential for certain jobs. Its main (3)..... is to prove that someone are (4) of doing the job he/she is looking for. A C.V generally (5)..... Personal information/ data, Education, Previous jobs, Interests.....</i></p> <p>Answers:</p> <p style="text-align: center;"> <i>1. summary 2. shows</i> <i>3. purpose 4. capable</i> <i>5. contains</i> </p>	Group work
10'	<p style="text-align: center;">PRESENTATION</p> <p>Implicit the elements of a C.V by asking Ss to read Mr. Brown's C.V. Introduce the elements of a C.V: A C.V normally consists of following items:</p> <p style="padding-left: 40px;"><i>Personal information/ data:</i></p> <p style="padding-left: 40px;"><i>Education:</i></p> <p style="padding-left: 40px;"><i>Previous jobs:</i></p> <p style="padding-left: 40px;"><i>Interests:</i></p>	Whole class

	<p><i>Note:</i> If necessary, Ts are advised to give further information about C.V. (See Supplements). The amount of information in a C.V is different from one to another due to each person's background and work experience.</p>	
17'	<p style="text-align: center;">PRACTICE</p> <p>Ask Ss to work independently and write a paragraph about Mr. Brown, using the cues below:</p> <p style="text-align: center;"><i>be born</i> <i>like go to.....school</i> <i>from.....to</i> <i>pass exams in</i> <i>travel agency</i> <i>work as</i></p> <p>Have Ss compare their writing with a friend. Ask them to check whether the information about Mr. Brown is correct or not.</p> <p>Give suggested answers:</p> <p><i>Mr. Brown was born on 12th November, 1969 in Boston. He went to Kensington High School and passed exams in English, French and Mathematics. He worked in a travel agency from June 1991 to December 1998. And from 1999 to 2002, he worked as a hotel telephonist. He likes music and dancing.</i></p>	Individual work
10'	<p style="text-align: center;">FURTHER PRACTICE</p> <p>Ask Ss to work in pairs and ask the partner for the information about his/her parent and complete the form.</p> <p>Go around the class and provide help if necessary.</p> <p><i>Note:</i> It is acceptable if the information is not exact.</p> <ul style="list-style-type: none"> • If time is allowed, ask Ss to use the information they have collected and write a paragraph about his/her partner's parent. Then read the paragraph to check whether the information is correct. • If time is not allowed, this writing activity can be assigned as homework. 	Pair work

3'	WRAPPING	Whole class
	Summarise the main points. Assign homework.	

Supplements

C.V Format

CURRICULUM VITAE

Personal data

Name
Sex
Date of birth
Address
Telephone

Secondary education

1999 – 2003:
2003 – 2006:
....

Extra curricular activities and Sports

1999 – 2003:
2003 – 2006:
....

Work experience

1999 – 2003:
2003 – 2006:
....

Hobbies:

.....
.....

Other information

.....
.....

Referees

PERIOD 5 (Language focus)

I. Aim

Distinguishing the sounds /e/ and /æ/

Learning how to use past perfect tense

II. Objectives

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

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

III. Materials

Textbook, whiteboard markers...

IV. Anticipated problems

Ss may confuse the use of the past perfect tense and the past simple tense.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
5'	<p style="text-align: center;">WARM-UP</p> <p>Table completion Ask Ss to work in groups and give each group a table containing 10 verbs. Tell Ss to complete the table following the instruction. The group which completes the table first and has more correct verbs will be the winner.</p>	Group work

	Verb infinitive	Past form	Past participle	
	<i>take</i>			
		<i>met</i>		
			<i>left</i>	
		<i>broke</i>		
	<i>come</i>			
			<i>gone</i>	
		<i>got</i>		
			<i>been</i>	
	<i>do</i>			
		<i>saw</i>		
5'	<p style="text-align: center;">PRONUNCIATION PRESENTATION 1</p> <p>Demonstrate the sounds /e/ and /æ/ by pronouncing them clearly and slowly.</p> <p>Instruct the way to pronounce:</p> <p>/e/: first pronounce the sound I then open your mouth a little more.</p> <p>/e/ is a short sound.</p> <p>/æ/: first pronounce the sound /e/ then open your mouth a little more.</p> <p>Ask Ss to pronounce and repeat the sounds several times.</p> <p>Make sure Ss are aware of the difference between the two sounds.</p>			Whole class
5'	<p style="text-align: center;">PRACTICE 1</p> <p>Play the tape and ask them to repeat.</p> <p>Call on some Ss to repeat the sounds clearly to class.</p> <p>Ask Ss to work in pairs and practice the sentences.</p> <p>Introduce peer correction.</p> <p>Go around the class and provide help if necessary.</p>			Pair work

5'	<p style="text-align: center;">GRAMMAR AND VOCABULARY PRESENTATION 2</p> <p>Review the past perfect tense</p> <p>Form</p> <p>(+) <i>S + had + P_{II} + O.</i></p> <p>(-) <i>S + had not (hadn't) + P_{II} + O.</i></p> <p>(?) <i>Had + S + P_{II} + O?</i></p> <p style="padding-left: 2em;"><i>Yes, S + had</i></p> <p style="padding-left: 2em;"><i>No, S + hadn't.</i></p> <p>Use</p> <p>The past perfect tense can be used to describe: an action before a point of time in the past: <i>E.g: I had done all my homework before 7 p.m last night.</i></p> <p>an action that had happened before another past action: <i>E.g: I had done all my home work before I watched TV.</i></p>	Whole class
8'	<p style="text-align: center;">PRACTICE 2</p> <p>Ask Ss to do exercise 1: Use the verbs in brackets in the past perfect.</p> <p><i>Eg: After the tragic death of Pierre and Curie in 1906, she took up the position which her husband had obtained at the Sorbonne.</i></p> <p>Note that the action in the past perfect is always before another past action.</p> <p>Have Ss compare their answers with a friend. Make sure all the verbs have been put in the correct form.</p> <p>Call on some Ss to read aloud their answers in front of the class.</p> <p>Feedback and give correct answers:</p> <p><i>1. Why did Tom's mother get angry with him?</i> <i>Because he had broken her favourite vase.</i></p>	Whole class and Individual work

	<p>2. <i>When did you watch TV last night?</i> <i>When I had done all my homework.</i></p> <p>3. <i>Did you first see them at my last birthday party?</i> <i>No, I had met them before.</i></p> <p>4. <i>Why did she return home?</i> <i>She suddenly remembered she hadn't turned off the gas stove.</i></p> <p>5. <i>How did they like our city?</i> <i>They said it was the loveliest city they had ever seen.</i></p> <p>6. <i>It rained yesterday after it had been dry for months.</i></p> <p>7. <i>By the time he arrived, all his classmates had left.</i></p> <p>8. <i>We didn't have their new phone number because they had moved to the South.</i></p> <p>9. <i>When they met again, they hadn't seen each other for 10 years.</i></p> <p>10. <i>When I came, the room was in a terrible mess because someone had broken in.</i></p>	
5'	<p style="text-align: center;">PRESENTATION 3</p> <p>Identify the past simple tense and the past perfect tense.</p> <p>Demonstrate the point by analysing the example: <i>She (watch) TV after she (do) all her homework.</i></p> <p>Ask Ss to identify which action happened first.</p> <p>We use the past perfect tense for the action happened first and the past simple tense for the latter action.</p> <p><i>She watched TV after she had done all her homework.</i></p>	Whole class

7'	<p style="text-align: center;">PRACTICE 3</p> <p>Ask Ss to do exercise 2: Put the verbs in brackets in the past simple or the past perfect.</p> <p>Tell Ss to do the exercise carefully and then compare the answers with a friend.</p> <p>Introduce peer correction.</p> <p>Feedback and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>We had just finished dinner when they came.</i> 2. <i>He had seldom travelled by bicycle before he went to Vietnam.</i> 3. <i>Ann went to get the carpet for the room but someone had already taken it.</i> 4. <i>Did you manage to see the Director, or had he gone out by the time you got there?</i> 5. <i>He had just got home when you phoned. He had been in New York.</i> 	Pair work
5'	<p style="text-align: center;">PRACTICE 4</p> <p>Tell Ss to read the story carefully and ask them some questions about the story to make sure Ss have general understanding:</p> <p><i>What is the story about?</i></p> <p><i>Who are in the story?</i></p> <p>....</p> <p>Have Ss work in pairs and find five mistakes in the use of tenses in the story.</p> <p>Ask Ss to join another pair to make a group and compare and discuss the answers.</p> <p>Call on some Ss to explain their answers in front of the class.</p>	Pair work

Feedback and give correct answers:		
Sentence	Mistake	Correction
1	<i>had climbed</i>	<i>climbed</i>
3	<i>had turned</i>	<i>turned</i>
5	<i>had called</i>	<i>called</i>
7	<i>had heard</i>	<i>heard</i>
9	<i>went</i>	<i>had already gone</i>

TEST YOURSELF A

Answers to Test yourself A

LISTENING

1. *15, January 1929*
2. *in 1951*
3. *for 4 years*
4. *he met*
5. *they got married*
6. *a minister at*
7. *the black freedom movement*
8. *heard his speech at the*
9. *in 1964*
10. *4, April 1968*

Tapescript

Martin Luther King was born on 15th January 1929 in Atlanta, Georgia. In 1951, he went to Boston University, where he studied for four years. In 1952, he met Coretta Scott, and as soon as he saw her, he fell in love. They got married in 1953, and they had four children. In 1954, the Kings left Boston, and Martin became a minister at a Baptist Church in Montgomery, Alabama. Then he started working for the black freedom

movement. Thousands of people walked to Washington to hear his famous speech at the Lincoln Memorial in 1963, and he won the Nobel Peace Prize in 1964. he died on 4th April 1968 in Memphis, Tennessee, from a gunshot wound.

New words:

Fall in love: yêu, phải lòng

Get married: kết hôn

The black freedom movement: Phong trào tự do của người da đen

READING

1. F

2. C

3. A

4. D

New words:

To be married with (three children): đã lập gia đình (và có ba con)

Do research: nghiên cứu

Principal: hiệu trưởng

Technical college: trường Đại học kỹ thuật

Public Health Council: Hội đồng sức khỏe cộng đồng

GRAMMAR

1. to apply

2. am

3. attended

4. passed

5. got

6. can

7. reading

8. know

9. am able

10. hearing

WRITING

29 Hang Bai Street, Hanoi, Vietnam

Dear Sally,

I am very delighted to be your pen friend. I'm sixteen years old and I am only 1.50 meters tall. I've got dark, short hair and black eyes. I live in the centre of Hanoi with my parents and younger sister. She is a student at Thang Long Primary School.

I am a student at Chu Van An High School. It's a big and beautiful school in Hanoi. There are about one thousand students and sixty teachers in my school. I study many subjects: English, Chemistry, Physics, Maths, History... I like English most because I want to sing English songs. I go to school in the morning and have five periods every day from 7:15 to 11:30. In the afternoon I study at home and help my parents with the housework.

I'm looking forward to hearing from you soon.

Give my best wishes to your parents and two sisters.

Yours,

Phong

UNIT 4

SPECIAL EDUCATION

PERIOD 1 (Reading)

I. Aim

Reading about special education

II. Objectives

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

III. Materials

Textbook, whiteboard markers,...

Pictures about special classes and Braille Alphabet

IV. Anticipated problems

Ss may have no ideas about special education and Braille.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	WARM-UP Brainstorming Ask Ss to work in groups and make a list of the activities that blind and deaf people would have difficulty doing. Gather ideas and introduce the topic of the lesson.	Group work

	<p>Give definition of special education and Braille:</p> <p><i>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.</i></p> <p><i>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).</i></p> <p>(See Supplements for more information)</p> <p>Ask Ss to work in pairs: Look at the Braille Alphabet in the book and work out the message that follows.</p> <p><i>Note:</i> This activity can be interesting because Ss have to transfer the raised dots in Braille Alphabet to English Alphabet.</p> <p>Ask Ss to compare their answers with another pairs.</p> <p>Feedback and give correct answers:</p> <table border="1" data-bbox="423 1146 1102 1203"> <tr> <td style="background-color: #800000; color: white; text-align: center;">We</td> <td style="background-color: #800000; color: white; text-align: center;">Are</td> <td style="background-color: #800000; color: white; text-align: center;">The</td> <td style="background-color: #800000; color: white; text-align: center;">World</td> </tr> </table>	We	Are	The	World	
We	Are	The	World			
7'	<p style="text-align: center;">BEFORE YOU READ</p> <p>Vocabulary pre-teach</p> <p>disabled (a): <i>be unable /incapable of doing smt</i> (tàn tật)</p> <p>dumb (a): <i>not being able to speak</i> (câm)</p> <p>proper schooling (n): <i>enough and good study</i> (học hành đầy đủ)</p>	Whole class				

	<p>opposition (n): <i>opposing ideas, disagreeing viewpoints</i> (ý kiến phản đối)</p> <p>make effort (v): <i>try, attempt</i> (nỗ lực, cố gắng)</p> <p>to be proud of (a): <i>take pride on</i> (tự hào)</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 equivalence.</p> <p>Rub out the words in English column and ask Ss to look at the Vietnamese column to write down the rubbed ones.</p>	
8 ⁷	<p style="text-align: center;">WHILE YOU READ</p> <p>Task 1 - Matching</p> <p>Ask Ss to read the passage individually and do Task 1: The words in A appear in the reading passage. Match them with their definition in B.</p> <p>Encourage Ss to guess the meaning of the words in the context.</p> <p>Tell Ss to compare their answers with a friend.</p> <p>Call on some Ss to read their answers aloud in front of the class.</p> <p>Give correct answers and explain all the words carefully to make sure Ss understand the meaning of the words:</p> <ol style="list-style-type: none"> 1. <i>disabled</i>. – c. <i>unable to use a part of the body in the normal way.</i> 2. <i>mentally retarded</i> – e. <i>less mentally developed than normal.</i> 3. <i>time-consuming</i> – a. <i>taking or needing a lot of time.</i> 4. <i>demonstration</i> – b. <i>an act of showing or explaining how to do something.</i> 5. <i>gradually</i> – d. <i>slowly, over a long period of time.</i> 	Individual work

7'	<p>Task 2 - Multiple Choice</p> <p>Tell Ss to read the passage again more carefully and complete the sentences by circling the corresponding letter A, B, C or D.</p> <p>Ask Ss to give explanation for their choice.</p> <p>Feedback and give correct answers:</p> <p>1. D 2. B 3. A</p> <p>4. C 5. D</p> <p>Call on some Ss to read the passage aloud in front of the class.</p> <p>Make necessary corrections regarding Ss' pronunciation and intonation.</p> <p>Give explanation to other words and expressions in the passage.</p> <p>(See Suggested translation for reference.)</p>	Individual work
10'	<p style="text-align: center;">AFTER YOU READ</p> <p>Ask Ss to work in pairs and read the summary of the passage carefully.</p> <p>Encourage Ss to guess the missing words.</p> <p>Have Ss complete the summary in pairs.</p> <p><i>Note:</i> Ss may not be familiar with this kind of exercise. T should provide help when necessary.</p> <p>Call on some Ss to read the completed summary aloud in front of the class.</p> <p>Feedback and give correct answers:</p> <p><i>Twenty-five (1) disabled children have the chance of learning how to (2) read and (3) write thanks to the (4) efforts of a young teacher, Pham Thu Thuy. Although her idea, at first, met with (5) opposition from the parents of the disabled children, more children attended her class later.</i></p>	Pair work

	<i>The teaching work in the special class is (6) time-consuming. For example, in a (7) Maths lesson, the teacher has to use her (8) arms and (9) fingers to teach the children how to add and subtract. The children are now (10) proud and happy.</i>	
3'	WRAPPING Summarise the main points. Assign homework.	Whole class

Supplements

Further reading about Louis Braille

LOUIS BRAILLE

1809-1852

Educator & Inventor of the Braille Alphabet

Louis Braille was born in the French town of Coupvray, near Paris on January the 4th, 1809.

His father, Simon René Braille, was a harness maker and was married to Monique. Louis often played in his father's workshop, unaware of the dangers of the sharp tools his father used in his profession. While playing, he stabbed in his eye with an instrument used to punch holes in leather. The wound wasn't very serious, but it infected and spread out to the other eye. At the age of 4, he became completely blind.

But Louis was a very bright boy, and with help from his family, he was able to receive a very rich education. He went to a normal school, studying with kids who weren't blind.

Despite his handicap, Louis was one of the best students of his class. At the age of ten, Louis went to the Royal Institution for Blind Youth in Paris. The lessons were oral, but there were books available in a raised-print system, invented by Valentin Haüy, the founder of the Royal Institution for Blind Youth in Paris.

His system wasn't very efficient, though: the books contained large, raised

letters, which took up a lot of room, so the books were very large and heavy. Those books were also very heavy. In general, Louis was a very good student, but he distinguished himself from the others because of his musical talent. He played the piano and the organ.

Louis got the idea for the Braille alphabet from a French army captain, Charles Barbier. It was very annoying for soldiers to have to make light before they could read messages, because the enemy could easily spot the light source and use it as a target. So he invented a tactile alphabet, allowing soldiers who knew the code to read & write messages at night, without the need for light. He later saw the usefulness of his invention for blind people, and he adapted his alphabet so it could be used by the blind. His invention was only partly appreciated, but Louis studied and re-invented the alphabet, making it especially handy for blind people. He used the spelling as a basis for the alphabet, instead of the phonetics Barbier used. He also replaced the Barbier's 12-dot cell by a 6-dot cell. Due to his addiction to music, he also customized the Braille system so it could represent music. In 1829 he published a book, named "Method of Writing Words, Music and Plain Song by Means of Dots, for Use by the Blind and Arranged by Them".

Before his death on January 6, 1852, his system never really got accepted. But the next years, the popularity of the Braille system increased dramatically. People realized the simple but powerful system was the perfect means for blind to read.

Today, the Braille system is the standard reading system blind children learn. People using the Braille system read almost as fast as you are doing right now.

PERIOD 2 (Speaking)

I. Aim

Talking about school life

II. Objectives

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

- talk about school life a student.
- actively engage in an interview.

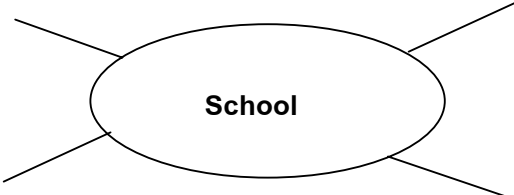
III. Materials

Textbook, whiteboard markers...

IV. Anticipated problems

Ss may find it difficult to work as an interviewer and interviewee.

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 <i>school</i>. The group with the longest list will be the winner. <i>Note:</i> The words must be correctly spelled and related to the topic.</p>  <p>Suggested answers: <i>Subjects</i> <i>(English, Literature...)</i> <i>Tests</i> <i>(oral, final, mid-term...)</i> <i>Break</i> <i>Homework</i> <i>Teacher</i> <i>Secondary</i> <i>(lower and upper secondary)</i> ...</p>	Group work

7'	<p style="text-align: center;">PRESENTATION</p> <p>Have Ss study the questions in the interview carefully. Ask Ss to work individually and fill in the blanks with the right questions. Give Ss tips by asking them to read the answers before deciding the best question in the blanks. Call on some Ss to explain their answers. Give correct answers: <i>A.4. Which lower-secondary school did you go to?</i> <i>B.1. What were your subjects then?</i> <i>C.2. What was your timetable?</i> <i>D.6. Can you tell me about the tests and examinations at your school then?</i> <i>E.3. What about homework?</i> <i>F.5. What part of the school life didn't you like then?</i> <i>G.7. What did you like best about your school then?</i></p>	Individual work
15'	<p style="text-align: center;">PRACTICE</p> <p>Ask Ss to work in pairs and carry out the interview, using the questions in Task 1. <i>Note:</i> Ss are suggested to use his /her own information to answer the questions. However, they may use the answers in the book as samples. Go around the class and provide help when necessary.</p>	Pair work
10'	<p style="text-align: center;">PRODUCTION</p> <p>Call on some Ss to use the information in the interview to make a mini-presentation about his/her partner. Tell the whole class to comment on presenters' performance. Make necessary corrections.</p>	Individual work and Whole class

3'	WRAPPING Summarise the main points. Assign homework.	Whole class
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Supplements

Game

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 study at Kim Lien High School."*

Student 2: *She said she studied at Kim Lien High School. "I like English most."*

Student 3: *He said he liked English most. "I have five classes a week."*

Student 4: *She said she had five classes a week. "I don't go to school by bus."*

Student 1: *He said he didn't go to school by bus.*

PERIOD 3 (Listening)

I. Aim

Listening for specific information about a special class for disabled children

II. Objectives

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

III. Materials

Textbook, cassette,...

IV. Anticipated problems

Ss may have difficulty in catching the exact words to fill in the blank.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<p style="text-align: center;">WARM-UP</p> <p>Word form</p> <p>Ask Ss to work in groups of three to four and find the different words that derive from the following roots:</p> <p><i>sorry:</i></p> <p><i>second:</i></p> <p><i>decide:</i></p> <p><i>able:</i></p> <p>The group with the longest list of correct words will be the winner.</p> <p><i>Note:</i> Encourage Ss to find the words they have learned.</p> <p>Suggested answers:</p> <p><i>sorry – sorrow, sorrily...</i></p> <p><i>second – secondary, secondly, secondhand...</i></p> <p><i>decide – decision, decisive, decisively, ...</i></p> <p><i>able – disabled, disability, ...</i></p>	Group work
10'	<p style="text-align: center;">BEFORE YOU LISTEN</p> <p>Explain the meaning of the words in the box.</p> <p>photograph (n): <i>a picture or image taken by photographers</i> (bức, tấm ảnh)</p>	Whole class

	<p>photographer (n): <i>a person who takes pictures</i> (nghệ sĩ nhiếp ảnh, người chụp ảnh)</p> <p>photography (n): <i>the study /the art of forming and fixing images by the chemical action of light and other elements</i> (môn nhiếp ảnh, nghệ thuật nhiếp ảnh)</p> <p>photogenic (a): <i>having interesting features that are suitable for photographing</i> (ảnh ảnh)</p> <p>photographic (a): <i>belonging to photography</i> (thuộc về nhiếp ảnh)</p> <p>Ask Ss to work in pairs and fill each of the blanks with one word from the box.</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>photographic</i> 2. <i>photography</i> 3. <i>photographer</i> 4. <i>photograph</i> 5. <i>photogenic</i> <p>Vocabulary pre-teach</p> <p>surroundings (n): <i>conditions, objects that make the living environment</i> (môi trường xung quanh)</p> <p>sorrow (n): <i>pain or distress caused by loss or disability</i> (nỗi buồn)</p> <p>passion (n): <i>great love for something</i> (niềm đam mê)</p> <p>labourer (n): <i>a person who works manually, working class</i> (người lao động)</p> <p>deaf (a): <i>partially or entirely unable to hear</i> (điếc)</p> <p>mute (a): <i>unable to speak</i> (câm)</p> <p>exhibition (n): <i>a display, a public showing</i> (triển lãm)</p>	
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	<p>Checking technique</p> <p><i>Sentence modelling</i></p> <p>Ask Ss to make sentences with the above words.</p> <p>Make sure Ss understand the meaning and the use of these words.</p>	
8'	<p style="text-align: center;">WHILE YOU LISTEN</p> <p>Set the scene</p> <p><i>You are going to listen to a talk about a club for disabled children. You listen to it and do the tasks followed.</i></p> <p>Task 1 - True or False</p> <p>Let Ss read the statements carefully.</p> <p>Ask Ss to listen to the tape and decide whether the statements are true or false.</p> <p>Play the tape more than once if necessary.</p> <p>Tell Ss to compare their answers with a friend.</p> <p>Check the answers as the whole class.</p> <p>Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>T</i> 2. <i>F (Information not given)</i> 3. <i>T</i> 4. <i>F (The subjects of their photos about people and scenery.)</i> 5. <i>T</i> 	Individual work
10'	<p>Task 2 - Gap-filling</p> <p>Ask Ss to read a part of the talk carefully and have a guess of the missing words.</p> <p>Have Ss listen to the tape and write in each blank with a suitable word.</p> <p>Call on some Ss to read the answers aloud in front of the class.</p>	Individual work

	<p>Feedback and give correct answers:</p> <p>1. <i>photographic</i> 2. <i>19</i> 3. <i>exhibition</i> 4. <i>50</i> 5. <i>beauty</i> 6. <i>simple</i> 7. <i>peaceful</i> 8. <i>chickens</i> 9. <i>stimulated</i> 10. <i>escape</i></p> <p>Tapescrript:</p> <p><i>If you ask any member of the Vang Trang Khuyet Club which time of the day they enjoy most, and they will all agree: their photography lesson.</i></p> <p><i>The Vang Trang Khuyet Club’s members come from Nhan Chinh School for Deaf Children, Xa Dan Secondary School for Deaf and Mute Children, and the Hanoi Literature and Art Club for Mentally Retarded Children.</i></p> <p><i>“Whenever we hold a camera, wandering around and taking in our surroundings through a lens, we can forget the sorrow of our disabilities”? says club member Nguyen Minh Tam.</i></p> <p><i>The six-month-old photographic club, which comprises 19 deaf, mute or mentally retarded children, is now having its first exhibition in Hanoi.</i></p> <p><i>More than 50 colour photos are on display at the exhibition room featuring the beauty of daily life seen through the eyes of these disabled children. The subjects are simple and peaceful: old men reading books on the banks of Hoan Kiem Lake, laboures hard at work, or chickens looking for food.</i></p> <p><i>The children’s passion for taking pictures has stimulated them and helped them escape their sorrow.</i></p>	
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7'	<p style="text-align: center;">AFTER YOU LISTEN</p> <p>Q&A</p> <p>Tell Ss to work in groups: Ask and answer about the Vang Trang Khuyet Photographic Club.</p> <p>Suggest some questions:</p> <p><i>What is the name of the club?</i></p> <p><i>Who are the members of the club? Where do they come from? How many are there?</i></p> <p><i>How many photographs are on display?</i></p> <p><i>What are their photographs about?</i></p> <p><i>What does their passion of taking photographs help them?</i></p> <p><i>Note: If time allowed, call on some Ss to retell story about the Vang Trang Khuyet Photographic Club in front of the class.</i></p>	Group work
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarise the main points.</p> <p>Assign homework.</p>	Whole class

Supplements

Exercise

Give the correct form of the words in the brackets.

1. *My father is one of the most famous (photograph) in the city.*
2. *I have been studying (photograph) for 5 years.*
3. *The beauty of (day) life has been captured by disabled children.*
4. *The members of the club are the (mental) retarded children.*

Answers:

1. *photographers*
2. *photography*
3. *daily*
4. *mentally*

PERIOD 4 (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.
- write a letter of complaint about the poor quality of the service at an English Centre.

III. Materials

Textbook, whiteboard markers,...

Pictures of some advertisements for English learning

IV. Anticipated problems

Ss may not be familiar with complaints in English.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<p style="text-align: center;">WARM-UP</p> <p>Categorising Ask Ss to work in groups. Give ten or more adjectives and ask Ss to put them under two headings: <i>compliments</i> and <i>complaints</i>. <i>bad, helpful, expensive, lazy, hard-working, good, careful, poor, unhappy, beautiful</i> Feedback and give suggested answers:</p>	Group work

	<table border="1"> <thead> <tr> <th>Compliments</th> <th>Complaints</th> </tr> </thead> <tbody> <tr> <td><i>helpful</i></td> <td><i>bad</i></td> </tr> <tr> <td><i>hard-working</i></td> <td><i>expensive</i></td> </tr> <tr> <td><i>good</i></td> <td><i>lazy</i></td> </tr> <tr> <td><i>careful</i></td> <td><i>poor</i></td> </tr> <tr> <td><i>beautiful</i></td> <td><i>unhappy</i></td> </tr> <tr> <td>...</td> <td>...</td> </tr> </tbody> </table> <p>Give definition and format of a letter of complaint: <i>Complaint is a kind of formal letter used when you are not happy with a service, a contract, a course,...</i> <i>A letter of complaint usually includes three main parts:</i> Opening Explaining the problem Suggesting a resolution</p>	Compliments	Complaints	<i>helpful</i>	<i>bad</i>	<i>hard-working</i>	<i>expensive</i>	<i>good</i>	<i>lazy</i>	<i>careful</i>	<i>poor</i>	<i>beautiful</i>	<i>unhappy</i>	
Compliments	Complaints															
<i>helpful</i>	<i>bad</i>															
<i>hard-working</i>	<i>expensive</i>															
<i>good</i>	<i>lazy</i>															
<i>careful</i>	<i>poor</i>															
<i>beautiful</i>	<i>unhappy</i>															
...	...															
10'	<p style="text-align: center;">PRESENTATION</p> <p>Ask Ss to work in pairs and read the advertisement. Explain some difficult words: native teachers (n): <i>teachers who come from English-speaking countries</i> (giáo viên bản người bản xứ) air-conditioned (a): <i>to be equipped/furnished with air-conditioner</i> (được trang bị điều hòa) Set the scene: <i>After studying for two weeks at English for Today Centre, you notice that everything is worse than what the advertisement says. A friend of yours wants to know about the centre and you tell him/her the facts. Now you work in pairs and complete the dialogue with your own ideas.</i></p>	Pair work														

	<p><i>Note:</i> The information students use to answer may vary from one to another. Encourage them to speak naturally.</p> <p>Go around the class and offer help when necessary.</p> <p>Call on some Ss to read their own answers aloud to class.</p> <p>Feedback and give suggested answers:</p> <p><i>A: Are you happy with your study at English for Today Centre?</i></p> <p><i>B: No, (1) I'm definitely not happy with it at all.</i></p> <p><i>A: Are teachers native ones only?</i></p> <p><i>B: No, (2) there are only few native teachers, not all of them are native ones.</i></p> <p><i>A: The advertisement says there are no more than 20 students in a class. Is that true?</i></p> <p><i>B: No, (3) in fact there are more than 30 students in my class.</i></p> <p><i>A: Do you get free books and cassette tapes?</i></p> <p><i>B: No, (4) I have to pay for them.</i></p> <p><i>A: What about the classrooms? Are they air-conditioned?</i></p> <p><i>B: No, (5) the room is not air-conditioned. There is only one ceiling fan in my classroom. It is very hot.</i></p> <p><i>A: What don't you like most about the centre?</i></p> <p><i>B: It's the time. They say the class time is from 5:30 p.m to 8:30 p.m, but in fact classes often start late and finish early. Sometimes it starts 20 minutes late.</i></p> <p><i>A: Well. Everything is different from what the advertisement says. What are you going to do?</i></p> <p><i>B: I am going to write a letter of complaint to the director of the centre.</i></p>	
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15'	<p style="text-align: center;">PRACTICE</p> <p>Have Ss read the letter of complaint in the book and complete it basing on the dialogue in Task 1. Ask Ss to use appropriate connectors to make the writing smoother Tell Ss to exchange their writing with a friend. Introduce peer correction Pick up some writings to check the mistakes as the whole class. Give suggested answers:</p> <p style="text-align: center;"><i>53 Ho Xuan Huong Street Hanoi, Vietnam</i></p> <p><i>The Director English for Today Centre 731 Van Xuan Street, Hanoi, Vietnam 22 February, 2006</i></p> <p><i>Dear Sir,</i></p> <p><i>I am writing to complain about the poor quality of service at your centre. Everything seems to be worse than what you say in the advertisement.</i></p> <p><i>First of all, you say that there are only native teachers, but my class has one Vietnamese teacher and two native teachers. You also say that each class has no more than 20 students but there are over 30 students in my class. Furthermore, in the advertisement, you say we can have books and cassette tapes free of charge but in fact we had to pay for them. To make the matter worse, the classroom is not air-conditioned. That is quite different from the advertisement. Finally, what I do not like most about your centre is the time. The class time is not the same as what the advertisement says. Classes not only start late but also finish early.</i></p>	Individual work
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	<p><i>To resolve the problem, I require you to give me a refund. Enclosed is a copy of the receipt.</i></p> <p><i>I look forward to hearing from you and to getting a quick resolution of this problem. Please contact me at the above address or by phone at (04) 7.222999</i></p> <p><i>Yours faithfully,</i></p> <p><i>Do An Duc</i></p>	
10'	<p style="text-align: center;">FURTHER PRACTICE</p> <p>If time allowed, instruct Ss to write a reply to letters of complaint (dealing with complaints). Explain the general format of a reply to letters of complaint:</p> <p><i>Opening</i></p> <p><i>Explaining the mistakes</i></p> <p><i>Solving the problem</i></p> <p>Ask Ss to complete the following sentences to make a reply to the complaint about the poor quality of the service at the above English Centre.</p> <p><i>Dear Duc,</i></p> <ol style="list-style-type: none"> <i>1. Thank /your letter / inform / me / poor / service / centre.</i> <i>2. We / examine / the /situation / and/find/ what/ say/ true.</i> <i>3. This / due / the / difficulty /finance and / low/discipline / teachers.</i> <i>4. We / send / another /better /class /next week.</i> <i>5. If you like, we / give / refund but you / get / 80 per cent /money /back.</i> <i>6. I / beg / sympathy and /look / forward / support.</i> <p><i>Yours truly,</i></p>	Individual work and Pair work

	<p>Call on some Ss to read their completed letter. Give feedback sentence by sentence. Suggested answers: <i>Dear Duc,</i></p> <ol style="list-style-type: none"> 1. <i>Thank you for your letter which informs me the poor service at our centre.</i> 2. <i>We have examined the situation and found that what you say is true.</i> 3. <i>This is due to the difficulty in finance and low discipline of teachers.</i> 4. <i>We will send you to a better class next week.</i> 5. <i>If you like, we will give you a refund but you will only get 80 per cent of your money back.</i> 6. <i>I beg your sympathy and look forward to your on-going support.</i> 7. <i>Yours truly,</i> 	
3'	WRAPPING	Whole class
	<p>Summarise the main points. Assign homework.</p>	

Supplements

Mistake Correction

Find and correct mistakes in the following sentences.

1. *Thank you for come to my birthday party.*
2. *This is a modern building. All the rooms are air-condition.*
3. *Everything is difference from what we thought at first.*
4. *I am writing to complaint about the poor service of the restaurant.*

Answers:

1. *come* → *coming*
2. *air-condition* → *air-conditioned*
3. *difference* → *different*
4. *complaint* → *complain*

PERIOD 5 (Language focus)

I. Aim

Distinguish the sounds / o/ and /ɔ:/

Using *the + adjective*, *used to + infinitive* and *which*

II. Objectives

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

- distinguish and pronounce the sounds / o/ and /ɔ:/ correctly.
- use *the + adjective* as a noun, combine two sentences with *which* and review *used to + infinitive*

III. Materials

Textbook, whiteboard markers...

IV. Anticipated problems

Ss may have difficulty in distinguishing the sounds / o/ and /ɔ:/.

IV. 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 they used to do when they were small. 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>	Group work

	Did you use to...	Name	
	<i>cry at night?</i>		
	<i>go to bed late?</i>		
	<i>be afraid of ghost?</i>		
	<i>eat a lot of ice cream?</i>		
	...		
5'	<p style="text-align: center;">PRONUNCIATION PRESENTATION 1</p> <p>Demonstrate the sounds / ɒ/ and /ɔː/ by pronouncing them clearly and slowly.</p> <p>Instruct the way to pronounce the two sounds:</p> <p>/ ɒ/ first pronounce the sound /æ/ then put your tongue slightly back and bring your lips slightly forward.</p> <p>/ ɒ/ is a short sound.</p> <p>/ɔː/ first practice the sound then put the back of your tongue up a little.</p> <p>/ɔː/ is a long sound.</p> <p>Make sure that Ss are aware of the difference between the two sounds.</p> <p>Ask Ss to repeat several times.</p>		Whole class
5'	<p style="text-align: center;">PRACTICE 1</p> <p>Play the tape and ask them to repeat.</p> <p>Call on some Ss to repeat the sounds clearly to class.</p> <p>Ask Ss to work in pairs and practice the sentences.</p> <p>Introduce peer correction.</p> <p>Go around the class and provide help if necessary.</p>		Pair work

5'	<p style="text-align: center;">GRAMMAR AND VOCABULARY</p> <p style="text-align: center;">PRESENTATION 2</p> <p>The + adjective</p> <p>Explicit the use of <i>The + adjective</i> by analysing the example:</p> <p><i>The young</i> have the future in their hands.</p> <p>The young = young people</p> <p>We use <i>the + adjective</i> 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>	Whole class
5'	<p style="text-align: center;">PRACTICE 2</p> <p>Ask Ss to work individually and complete the sentences using <i>the + one of the adjectives</i> in the book.</p> <p>Have Ss compare their answers with a friend.</p> <p>Call on some Ss to read their completed sentences.</p> <p>Feedback and give correct Answers:</p> <ol style="list-style-type: none"> 2. <i>Ambulances arrived at the scene of the accident and took the injured to hospital.</i> 3. <i>Life is all right if you have a job, but things are not so easy for the unemployed.</i> 4. <i>Julia has been a nurse all her life. She has spent her life caring for the sick.</i> 5. <i>In England there is an old story about a man called Robin Hood. It is said that he robbed the rich and gave money to the poor.</i> 	Individual work
5'	<p style="text-align: center;">PRESENTATION 3</p> <p>Revision of <i>used to + infinitive</i></p> <p>We use <i>used to + infinitive</i> to express a past action and state. It has no present equivalent.</p>	Whole class

	<p>E.g: <i>When I was a child, we used to go on holiday to the seaside.</i></p> <p>Notice the negative and the question: <i>Where did you use to go?</i> <i>We didn't use do anything interesting.</i></p>	
3'	<p style="text-align: center;">PRACTICE 3</p> <p>Ask Ss to do exercise 2. Complete the sentences with <i>used to... + a suitable verb</i>.</p> <p>Tell Ss to compare their answers with a friend.</p> <p>Check the answers as the whole class.</p> <p>Give correct answers:</p> <ol style="list-style-type: none"> 2. <i>Liz used to have a motorbike, but last year she sold it and bought a car.</i> 3. <i>We came to live in Manchester a few years ago. We used to live in Nottingham.</i> 4. <i>I rarely eat ice-cream now but I used to eat it when I was a child.</i> 5. <i>Jim used to be my best friend but we aren't friends any longer.</i> 6. <i>It only takes me about 40 minutes to get to work since the new road was opened. It used to take more than an hour.</i> 7. <i>There used to be a hotel apposite the station but it closed a long time ago.</i> 8. <i>When you lived in London, did you use to go to the theatre?</i> 	Individual and Pair work
3'	<p style="text-align: center;">PRESENTATION 4</p> <p>Which can be used in relative clauses to refer to the whole of the earlier clause.</p> <p>E.g: <i>She arrived on time, which amazed everybody.</i> <i>Sheila couldn't come to the party, which was a pity.</i></p>	Whole class

7'	<p style="text-align: center;">PRACTICE 4</p> <p>Ask Ss to work in pairs and do exercise 3: Join a sentence from A with one from B to make a new sentence using which.</p> <p><i>Note:</i> This exercise can be organised through the game <i>Finding the ideal partner</i>:</p> <p>Divide class into two big teams: A and B</p> <p>Label Ss in A as 1,2,3 to 7 and Ss in B as a, b, c to g</p> <p>Ask Ss to go around the class and find the ideal partner. It means that Ss have to find the student who has the most suitable sentence to make a new one.</p> <p>When Ss find his or her partner, ask them to join the sentences.</p> <p>Call on some couples to read their sentences.</p> <p>Feedback and give correct answers:</p> <ol style="list-style-type: none"> 2. <i>Jill isn't on the phone, which makes it difficult to contact her.</i> 3. <i>Neil has passed his examinations, which is good news.</i> 4. <i>Our flight was delayed, which meant we had to wait for hours at the airport.</i> 5. <i>Ann offered to let me stay in her house, which was very nice of her.</i> 6. <i>The street I live in is very noisy at night, which makes it difficult to sleep.</i> 7. <i>Our car has broken down, which means we can't go away tomorrow.</i> 	Pair work
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UNIT 5

TECHNOLOGY AND YOU

PERIOD 1 (Reading)

I. Aim

Reading about computers

II. Objectives

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

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

III. Materials

Textbook, whiteboard markers...

Pictures about computers or a computer available in class

IV. Anticipated problems

Ss may find it difficult to understand the words about computers.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	WARM-UP Matching Ask Ss to work in pairs: Look at the illustrations of different parts of a computer system and match each	Pair work

	<p>number with one of the words or phrases in the box.</p> <p><i>Note:</i> Ss may know the parts of a computer but they don't know English words them so just go around the class and provide help when necessary.</p> <p>Call on some Ss to read their answers in front of the class.</p> <p>Feedback and give further explanations.</p> <p>Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>D visual display unit (VDU) or computer screen</i> (màn hình máy tính) 2. <i>E mouse</i> (chuột) 3. <i>G printer</i> (máy in) 4. <i>C keyboard</i> (bàn phím) 5. <i>A central processing unit (CPU)</i> (bộ vi xử lý) 6. <i>F floppy disks</i> (đĩa mềm) 7. <i>B CD ROMS short for Compact Disk-Read Only Memory</i> (đĩa CD ROMs chỉ dùng để đọc) 8. <i>H speaker</i> (loa) <p>Ask Ss to repeat the words several times to make sure Ss pronounce the words correctly.</p>	
10'	<p style="text-align: center;">BEFORE YOU READ</p> <p>Vocabulary pre-teach</p> <p>miraculous (a): <i>wonderful, fantastic</i> (tuyệt vời)</p> <p>calculating machine (n): <i>a machine used for adding, subtracting...</i> (máy tính)</p> <p>calculations (add, subtract, multiply, divide): (phép tính)</p> <p>lightning speed (n): <i>very fast speed like the lightning</i> (tốc độ ánh sáng)</p> <p>storage device (n): <i>a thing used to keep or store information</i> (thiết bị lưu giữ thông tin)</p>	Whole class and Group work

	<p>memos = memorandums (n): <i>brief notes of things to be remembered / informal letters usually sent from one person to another in an office</i> (sổ ghi nhớ, tin nhắn)</p> <p>request for leave (n): <i>asking for the absence from class or office</i> (xin phép nghỉ học hoặc nghỉ làm)</p> <p>Brainstorming</p> <p>Ask Ss to work in groups and make a list of the benefits of computers in modern life / the roles of computers in modern life/things that computers can do.</p> <p>Gather the ideas and introduce the reading:</p> <p><i>Computers play a very important role in our modern life. They bring so many benefits to make our life easier. The following passage will help you know more about them.</i></p>	
7'	<p style="text-align: center;">WHILE YOU READ</p> <p>Task 1- Matching</p> <p>Ask Ss to read the passage and match the words in A (which appear in the reading passage) with the definition in B.</p> <p>Encourage Ss to guess the meaning of the words in the context in which they appear.</p> <p>Call on some students to read and explain their answers in front of the class.</p> <p>Feedback and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>a (magical- in a strange or mysterious way)</i> 2. <i>e (places of scenic beauty – places where the scenes are interesting and beautiful)</i> 3. <i>a (interact - link or act on each other)</i> 4. <i>software (programmes performed by the computer)</i> 5. <i>hardware (the physical part of the computer system)</i> 	Individual work

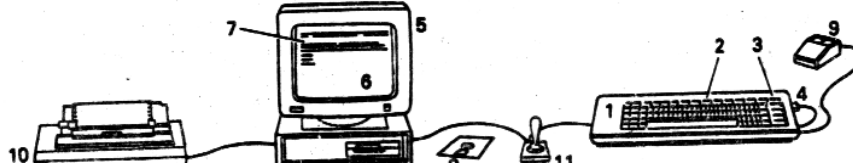
5'	<p>Task 2 - Passage Headings</p> <p>Tell Ss to read the passage more carefully and choose the best title for it.</p> <p>Let Ss discuss their answer with a friend. Encourage them to explain their choice.</p> <p>Further explain and give correct answer:</p> <p><i>C. What can the computer do?</i></p>	Individual work
6'	<p>Task 3 - Answering Questions</p> <p>Have Ss work in pairs and answer the questions using the given cues.</p> <p>Go around the class and provide help if necessary.</p> <p>Call on some pairs to act out the activity in front of the class.</p> <p>Comment and give suggested answers:</p> <p>1. <i>What can the computer do to help us in our daily life?</i></p> <p><i>It helps us visit shops, offices and places of interests, pay bills, read newspapers, receive letters.</i></p> <p>2. <i>Why is computer a miraculous device?</i></p> <p><i>Because it is capable of doing anything you ask; it can speed up the calculations, allow you to type and print any kind of document...</i></p>	Pair work
7'	<p style="text-align: center;">AFTER YOU READ</p> <p>Ask Ss to work in pairs or groups and discuss other uses of computer in daily life.</p> <p>Suggest questions for discussion:</p> <p><i>Do you usually use computers?</i></p> <p><i>What do you do when you use computers?</i></p> <p><i>What do you like most about computers?</i></p> <p><i>What uses of computer may bring bad effects to its users?</i></p> <p>...</p>	Group work

3'	WRAPPING	Whole class
	Summarise the main points. Assign homework.	

Supplements

Exercise

Fill in the blank with the most suitable word.



The drawing above shows a (1).....which has a (2)..... similar to that of a typewriter. It is possible to give the computer commands by means of the (3)..... keys above the letter keys. The machine has a (4) at the back so that you can connect it to a (5)..... which has a (6).....like a television. In the drawing below you can see a (7)..... which someone has written. All the information is stored on (8)....., and at the side of the computer there is a (9)..... A (10).....is used to copy the information on to paper. The object like a car gear is useful for playing games on a computer and is called a (11).....

Answers:

- | | |
|-------------|--------------|
| 1. computer | 7. programme |
| 2. keyboard | 8. disk |
| 3. function | 9. mouse |
| 4. socket | 10. printer |
| 5. monitor | 11. joystick |
| 6. screen | |

PERIOD 2 (Speaking)

I. Aim

Talking about the uses of modern inventions

II. Objectives

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

III. Materials

Textbook, whiteboard markers...

Real objects of modern inventions

IV. Anticipated problems

Ss may not know the uses of some inventions such as *fax machine* or *air conditioner*.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	<p style="text-align: center;">WARM-UP</p> <p>What is it? Divide class into two big teams: A and B. Give team A a list of 10 words about modern inventions:</p> <ol style="list-style-type: none">1. <i>TV</i>2. <i>fax machine</i>3. <i>air conditioner</i>4. <i>radio</i>5. <i>electric cooker</i>6. <i>fridge</i>	Team work

	<p>7. <i>cell phone</i></p> <p>8. <i>washing machine</i></p> <p>9. <i>car</i></p> <p>10. <i>microwave oven</i></p> <p>Team A has to explain the words and team B has to guess what the word is.</p>	
7'	<p style="text-align: center;">PRESENTATION</p> <p>Task 1- Asking and Answering</p> <p>Have Ss work in pairs: Ask and answer questions about the uses of modern inventions following the example.</p> <p>Note that five inventions are in the above game.</p> <p>Call on some pairs to ask and answer in front of the class.</p> <p>Comment and give suggested answers:</p> <p><i>Can/Could you tell me what the radio is used for?</i></p> <p><i>Well, it's used to listen to the news and learn foreign languages.</i></p> <p><i>Can/Could you tell me what the TV is used for?</i></p> <p><i>Well, it's used to watch football matches, and TV game shows.</i></p> <p><i>Can/Could you tell me what the fax machine is used for?</i></p> <p><i>Well, it's used to send and receive letters quickly.</i></p> <p><i>Can/Could you tell me what the electric cooker is used for?</i></p> <p><i>Well, it's used to cook rice and keep rice warm.</i></p> <p><i>Can/Could you tell me what the air conditioner is used for?</i></p> <p><i>Well, it's used to keep the air cool when it's hot and vice versa.</i></p>	Pair work

7'	<p style="text-align: center;">PRACTICE</p> <p>Task 2 - Sentence Completion</p> <p>Keep Ss in pairs and ask them to complete the sentences by using the words in the box.</p> <p>Ask Ss to study the sentences carefully before deciding which word to be used.</p> <p>Call on some pairs to read the sentences aloud in front of the class.</p> <p>Give correct answers:</p> <p><i>Information technology is very useful to our lives. It allows us to:</i></p> <ol style="list-style-type: none"> 1. store very large amounts of information, 2. transmit information quickly, 3. process information as soon as we receive it. <p><i>With the development of information technology we can now:</i></p> <ol style="list-style-type: none"> 4. send messages from one computer to another, 5. hold long distance meetings in which the participants can see each other on a screen, 6. make use of central stores of information, 7. send TV programmes to other countries, 8. receive TV programmes from other countries, 9. design houses, bridges, gardens and buildings. <p>Task 3 - Ordering</p>	Pair work
10'	<p>Have Ss work in groups by joining two pairs. Ask them to look at the ideas in Task 2 and then rank them in order of importance.</p> <p>Encourage Ss to actively discuss in groups to give the reasons to support their ideas and persuade the others that your order is the right one.</p> <p>Suggest some structures in discussion:</p>	Group work

	<i>I think / believe that the most important use of information technology is.....because.....</i>	
8'	<p style="text-align: center;">FURTHER PRACTICE</p> <p>Have Ss work in groups and talk about their most favourite invention of our daily life.</p> <p>Call on some Ss to give a short talk about their favourite invention in front of the class.</p> <p>Comment on Ss' performance and make necessary corrections.</p>	Group work
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarise the main points.</p> <p>Assign homework.</p>	Whole class

Supplements

Exercise

Computing verbs

Match the verbs on the left with the phrases on the right.

- | | |
|---------------------|----------------------------|
| 1. <i>insert</i> | a. <i>a back-up copy</i> |
| 2. <i>make</i> | b. <i>an e-mail</i> |
| 3. <i>run</i> | c. <i>an icon</i> |
| 4. <i>surf</i> | d. <i>a floppy disk</i> |
| 5. <i>send</i> | e. <i>the Internet</i> |
| 6. <i>click on</i> | f. <i>part of the text</i> |
| 7. <i>highlight</i> | g. <i>a programme</i> |

Answers:

- | | |
|-------------|-------------|
| 1. <i>d</i> | 5. <i>b</i> |
| 2. <i>a</i> | 6. <i>c</i> |
| 3. <i>g</i> | 7. <i>f</i> |
| 4. <i>e</i> | |

PERIOD 3 (Listening)

I. Aim

Listening for gist and specific information about using a computer

II. Objectives

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

III. Materials

Textbook, cassette player...

IV. Anticipated problems

Ss may have difficulty in catching the exact words for the blank.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>																												
5'	<p>WARM-UP</p> <p>Ask and answer</p> <p>Ask Ss to work independently and answer the question by checking the right column:</p> <p><i>How often do you use each of the items below?</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 15%; text-align: center;">very often</th> <th style="width: 15%; text-align: center;">sometimes</th> <th style="width: 15%; text-align: center;">never</th> </tr> </thead> <tbody> <tr> <td><i>radio</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>cell phone</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>camcorder</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>computer</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>TV</i></td> <td></td> <td></td> <td></td> </tr> <tr> <td><i>fax machine</i></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		very often	sometimes	never	<i>radio</i>				<i>cell phone</i>				<i>camcorder</i>				<i>computer</i>				<i>TV</i>				<i>fax machine</i>				<p>Individual work and Pair work</p>
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<i>computer</i>																														
<i>TV</i>																														
<i>fax machine</i>																														

	Tell Ss to compare their answers with a friend and further discuss the uses of these items.	
7'	<p style="text-align: center;">BEFORE YOU LISTEN</p> <p>Vocabulary pre-teach</p> <p>worried (a): <i>to be anxious, at ease</i> (lo lắng) shy (a): <i>self-conscious, uneasy in front of other people</i> (ngượng ngùng, xấu hổ) memory (n): <i>a compartment by which things are recalled to or kept in mind</i> (bộ nhớ) refuse (v): <i>reject, incline to do something</i> (từ chối) make an excuse (v): <i>say sorry</i> (xin lỗi) headache (n): <i>continuous pain in head</i> (đau đầu)</p> <p>Ask Ss to repeat the words several times to make sure they pronounce them correctly.</p> <p>Checking technique: <i>Rub out and remember</i></p> <p>Write all the words and their meanings on the board into two columns.</p> <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>	Whole class
10'	<p style="text-align: center;">WHILE YOU LISTEN</p> <p>Set the scene</p> <p><i>You hear an old company director talking about his experience of learning how to use a computer from his son. You listen to the tape and do Task 1: Decide whether the statements are true or false.</i></p> <p>Task 1 - True or False</p> <p>Ask Ss to read the statements carefully before listening to the tape.</p>	Individual work

10'	<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 read and explain their answers in front of the class.</p> <p>Feedback and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>F (He wasn't worried.)</i> 2. <i>T</i> 3. <i>T</i> 4. <i>F (He understood about computers and became the man's teacher.)</i> 5. <i>F (He didn't understand the lesson very well.)</i> 6. <i>F</i> <p>Task 2 - Gap-filling</p> <p>Play the tape again and ask Ss to do Task 2: Write the missing words.</p> <p>Tell Ss to write the exact word for the blanks.</p> <p>Let Ss discuss the answers with a friend.</p> <p>Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>invited</i> 2. <i>still</i> 3. <i>refused</i> 4. <i>excuse</i> 5. <i>anything</i> <p>Tapescript</p> <p><i>Well, I wasn't worried when my son bought a computer. After all lots of children have parents who don't understand computers. But when my secretary asked me for a computer in the office, I really became worried. So I decided to take some lessons in computing and my son became my teacher. He's very helpful. He invited me to sit down in front of the computer screen which I did not know what to call it.</i></p>	Individual work
-----	--	-----------------

	<i>When I asked him what it was, he said that it was a VDU. I still didn't know what VDU was, but I was too shy to ask him any more. From that moment my memory refused to learn because he told me a lot of things that I really didn't understand at all. After a few lessons I began to feel tired. I made an excuse, saying that I was having a headache. I suggested we should leave the lesson until another day. Since then I haven't said anything about the computer to my son and my secretary.</i>	
10'	<p style="text-align: center;">AFTER YOU LISTEN</p> <p>Ask Ss to work in pairs and ask and answer about the man's story.</p> <p><i>What did the man's son buy?</i></p> <p><i>Why did the man become worried?</i></p> <p><i>What didn't the man know?</i></p> <p><i>What happened to the man's memory?</i></p> <p><i>What did the man suggest?</i></p> <p>...</p>	Pair work
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarise the main points.</p> <p>Assign homework.</p>	Whole class

Supplements

Exercise

Fill in the blank with the most suitable word.

Computers are helpful in many ways. First, they are fast. They can work with information much more quickly than a person. (1)....., computers can work with lots of information at the (2).....time. Third, they can keep (3).....for a long time. They do not forget things the way (4).....do. Also, computers are almost always correct. They are not (5).....of course, but they don't usually make mistakes. These days, it

(6).....important to know something about computers. There are a number of ways to (7)..... Some companies have classes at work. Also most universities offer day and (8).....courses in computer science. Another way to learn is (9).....a book. There are many books about computers in bookstores and libraries. Or you can learn from a friend. After a few hours of practice you can work with (10)..... You may not be an expert, but you can have fun.

Answers:

- | | |
|-----------------------|----------------------|
| 1. <i>Second</i> | 6. <i>is</i> |
| 2. <i>same</i> | 7. <i>learn</i> |
| 3. <i>information</i> | 8. <i>night</i> |
| 4. <i>to</i> | 9. <i>from</i> |
| 5. <i>perfect</i> | 10. <i>computers</i> |

PERIOD 4 (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 household appliances.

III. Materials

Textbook, samples of some instructions

IV. Anticipated problems

Ss may find it difficult to understand the verbs used in certain instructions.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>										
5'	<p style="text-align: center;">WARM-UP</p> <p>Matching</p> <p>Ask to work in groups and match the words in A with the words in B.</p> <p><i>Note:</i> All the verbs are commonly used in the language of instruction.</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;"><i>1. insert</i></td> <td style="text-align: center;"><i>a. long bip</i></td> </tr> <tr> <td style="text-align: center;"><i>2. make</i></td> <td style="text-align: center;"><i>b. button</i></td> </tr> <tr> <td style="text-align: center;"><i>3. press</i></td> <td style="text-align: center;"><i>c. card</i></td> </tr> <tr> <td style="text-align: center;"><i>4. hear</i></td> <td style="text-align: center;"><i>d. a call</i></td> </tr> </tbody> </table> <p>Answers:</p> <p style="text-align: center;"><i>1. c 2. d</i> <i>3. b 3. a</i></p>	A	B	<i>1. insert</i>	<i>a. long bip</i>	<i>2. make</i>	<i>b. button</i>	<i>3. press</i>	<i>c. card</i>	<i>4. hear</i>	<i>d. a call</i>	Group work
A	B											
<i>1. insert</i>	<i>a. long bip</i>											
<i>2. make</i>	<i>b. button</i>											
<i>3. press</i>	<i>c. card</i>											
<i>4. hear</i>	<i>d. a call</i>											
10'	<p style="text-align: center;">PRESENTATION</p> <p>Vocabulary pre-teach</p> <p>lift (v): <i>raise to higher level</i> (nhấc lên)</p> <p>receiver (n): <i>machine for receiving transmitted signals</i> (ống nghe)</p> <p>insert (v): <i>put things into another</i> (đưa vào)</p> <p>slot (n): <i>a slit in machine etc for something especially coin to be inserted</i> (khe)</p> <p>press (v): <i>put a steady force to something</i> (ấn nút)</p> <p>emergency (n): <i>sudden and unexpected state of danger calling for immediate action</i> (cấp cứu)</p>	Whole class										

	<p>ambulance (n): <i>special vehicle used for carrying sick people to hospital</i> (xe cấp cứu)</p> <p>remote control (n): <i>a device to tune in, switch on and off the TV from a distance</i> (điều khiển từ xa)</p> <p>cord (n): <i>thick string used as TV wire</i> (dây dẫn)</p> <p>Checking technique</p> <p><i>Rub out and remember</i></p> <p>Write all the new words and their meanings on the board.</p> <p>Rub out all the words in English and keep their Vietnamese meanings.</p> <p>When all the words are rubbed, ask Ss to look at the Vietnamese meanings and recall all the English words.</p> <p>Task 2 - Finding Connectors and Imperatives</p> <p>Ask Ss to read the set of instructions on how to use a public telephone.</p> <p>Go around the class and provide help if necessary.</p> <p>Make sure Ss get general understanding of the instruction.</p> <p>Tell Ss to work in pairs to find out the connectors and the imperative forms of the verbs from the instructions.</p> <p>Call on some Ss to read their answers aloud in front of the class.</p> <p>Feedback give correct answers:</p> <p>Connectors: <i>first, next, then, until</i></p> <p>Imperatives: <i>lift, insert, press, wait</i></p> <p>Notice Ss that connectors and imperatives are used in instructions.</p>	
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7'	<p style="text-align: center;">PRACTICE</p> <p>Task 3 - Answering Questions</p> <p>Ask Ss to work in groups: Look at the TV and the remote control and answer the questions on how to operate the TV.</p> <p>Tell Ss to look at the remote control carefully when doing the task.</p> <p>Call on some Ss from the groups to answer the questions in front of the class.</p> <p>Feedback and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>What do you have to make sure if you want to operate the TV with the remote control?</i> <i>If you want to operate the TV with the remote control, you have to make sure that the cord is plugged in and the main is turned on.</i> 2. <i>What should you do if you want to turn on or turn off the TV?</i> <i>To turn on the TV, press the POWER button.</i> <i>To turn off the TV, press the POWER button again.</i> 3. <i>What should you do if you want to select a programme?</i> <i>To select a programme, press the PROGRAMME button.</i> 4. <i>What should you do if you want to watch VTV1, VTV2, VTV3, and VTV4?</i> <i>To watch VTV1, press button number 1</i> <i>To watch VTV2, press button number 2</i> <i>To watch VTV3, press button number 3</i> <i>To watch VTV4, press button number 4</i> 5. <i>What should you do if you want to adjust the volume?</i> 	Group work
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15'	<p><i>To adjust the volume, press the VOLUME button up or down.</i></p> <p>6. <i>What should you do if you don't want to hear the sound?</i></p> <p><i>If you don't want to hear the sound, press the MUTE button.</i></p> <p>Task 4 - Writing Instructions</p> <p>Ask Ss to write a set of instructions on how to operate a TV with a remote control. Use the picture in the book and the answers above as suggestions.</p> <p>Tell Ss to compare their writing with a friend.</p> <p>Pick up some writings and correct in front of class as a whole.</p> <p>Suggested answers:</p> <p><i>If you want to operate a TV with a remote control, you must make sure that the cord is plugged in and the main is turned on.</i></p> <p><i>To turn on TV, press the POWER button.</i></p> <p><i>To turn off the TV, press the POWER button again.</i></p> <p><i>To select a programme, press the PROGRAMME button.</i></p> <p><i>To watch VTV1, press button number 1</i></p> <p><i>To watch VTV2, press button number 2</i></p> <p><i>To watch VTV3, press button number 3</i></p> <p><i>To watch VTV4, press button number 4</i></p> <p><i>To adjust the volume, press the VOLUME button up or down.</i></p> <p><i>If you don't want to hear the sound, press the MUTE button.</i></p>	Individual work
5'	<p style="text-align: center;">FURTHER PRACTICE</p> <p>Call on some Ss to read the writing aloud in front of the class.</p>	Individual work

	Ask some Ss to comment on presenters' performance. Make necessary corrections.	
3'	WRAPPING Summarise the main points. Assign homework.	Whole class

Supplements

Exercise

Rearrange the sentences to make the instructions on how to use an ATM card.

1. *Enter the PIN number.*
2. *Wait for a moment to get the receipt if you wish.*
3. *Take the card out and then get the money.*
4. *Insert the card into the machine.*
5. *Choose the amount of money you want to withdraw.*

Answers:

4 – 1 – 5 – 3 – 2

Note: ATM (Automatic Teller Machine): Thẻ rút tiền tự động

PIN (Personal Identification Number): Mã số nhận dạng cá nhân

PERIOD 5 **(Language focus)**

I. Aim

Distinguishing the sounds /•/ and /u:/'

II. Objectives

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

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

III. Materials

Textbook, whiteboard markers...

IV. Anticipated problems

Ss may confuse the present perfect and present perfect passive.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>						
5'	<p style="text-align: center;">WARM-UP</p> <p>Categorising Give out 10 to 15 words. Ask Ss to put the words under the appropriate heading:</p> <table border="1" style="margin-left: auto; margin-right: auto;"><thead><tr><th style="text-align: center;">Who</th><th style="text-align: center;">Which</th><th style="text-align: center;">Where</th></tr></thead><tbody><tr><td style="height: 20px;"></td><td></td><td></td></tr></tbody></table> <p>Example of the words: <i>nurse, teacher, book, park, museum, ...</i></p>	Who	Which	Where				Group work
Who	Which	Where						
5'	<p style="text-align: center;">PRONUNCIATION PRESENTATION 1</p> <p>Demonstrate the sounds /•/ and /u:/ by pronouncing them clearly and slowly. Help Ss to distinguish these two sounds by instructing the way to pronounce: /•/ first pronounce the sound /a/ then put the back of your tongue forward and up a little. /•/ is a short sound. /u:/ first pronounce the sound /•/ then put your tongue up and back.</p>	Whole class						

	<p>/u:/ is a long sound.</p> <p>Make sure that Ss are aware of the difference between the two sounds.</p> <p>Ask Ss to repeat several times.</p>	
5'	<p style="text-align: center;">PRACTICE 1</p> <p>Play the tape and ask Ss to repeat.</p> <p>Call on some Ss to repeat the sounds clearly in front of the class.</p> <p>Ask Ss to work in pairs and practice the sentences.</p> <p>Introduce peer correction.</p> <p>Go around the class and provide help if necessary.</p>	Pair work
5'	<p style="text-align: center;">GRAMMAR AND VOCABULARY</p> <p style="text-align: center;">PRESENTATION 2</p> <p><i>The present perfect</i></p> <p>Review the form and use of the present perfect.</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 style="padding-left: 40px;"><i>Yes, S + have/has</i></p> <p style="padding-left: 40px;"><i>No, S + haven't / hasn't</i></p> <p>Use</p> <p>The present perfect expresses an action which began in the past and still continues:</p> <p><i>I have worked as a teacher for five years.</i></p> <p>Notice the time expressions that are common with this use. We use for with a period of time, and since with a point in time.</p> <p>E.g:</p>	Whole class

	<p>For { <i>two years</i> <i>a month</i> <i>a few minutes</i> <i>half an hour</i> <i>ages</i></p> <p>Since { <i>1970</i> <i>the end of the lesson</i> <i>August</i> <i>Christmas</i></p>	
5'	<p style="text-align: center;">PRACTICE 2</p> <p>Ask Ss to do exercise 1: Study the situation and put the verbs in the present perfect tense. Call on some Ss to read their answers aloud in front of the class. Feedback and give correct answers: <i>Tan has invited Quang to his house. When Quang comes, he sees that:</i> <i>Tan has opened the door.</i> <i>He has turned / switched on the TV.</i> <i>He has tidied the house.</i> <i>He has cleaned the floor.</i> <i>He has turned/switched on the lights.</i> <i>He has laid two bottles of water on the table.</i></p>	Individual work
5'	<p style="text-align: center;">PRESENTATION 3</p> <p>Review the rules of changing active into passive voice. (See Chu Quang Binh – <i>Thiết kế bài giảng Tiếng Anh 8, Tập 2, tr. 60</i>) Explain the form the present perfect passive: <i>S + have/has + been + P_{II} + O.</i> E.g: <i>A new bridge has been built across the river.</i></p>	Whole class

5'	<p style="text-align: center;">PRACTICE 3</p> <p>Ask Ss to work in pairs and do exercise 2: Build the sentences after the model. Use the present perfect passive.</p> <p>Tell them to exchange the exercise and cross check.</p> <p>Call on some Ss to write their answers on the board.</p> <p>Check and give feedback to class as a whole.</p> <p>Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>A new hospital for children has been built in our city.</i> 2. <i>Another man-made satellite has been sent up into space.</i> 3. <i>More and more trees have been cut down for woods by farmers.</i> 4. <i>Thousands of animals have been killed in the forest fire.</i> 5. <i>About one hundred buildings and houses have been destroyed in the earthquake.</i> 6. <i>More than 50 films have been shown in Hanoi since June.</i> 7. <i>Their hands have been washed and dried on a towel.</i> 8. <i>Another book has been read by the students.</i> 9. <i>Some ink has been spilt on the carpet.</i> 10. <i>She has been shown how to do it.</i> 	Pair work
5'	<p style="text-align: center;">PRESENTATION 4</p> <p>Overview of who, which and that:</p> <p>Who and which (that) can be used in place of noun subjects and noun objects.</p> <p>When they refer to the subject, they can not normally be omitted. E.g:</p>	Whole class

	<p><i>This is the man who lives next door.</i></p> <p>When they refer to the object, they can normally be omitted. E.g: <i>This is the man who (m) I like</i></p> <p>Who refers to people Which refers to things.</p> <p>Further explain when necessary.</p>	
5'	<p style="text-align: center;">PRACTICE 4</p> <p>Ask Ss to do exercise 3. Fill in the blanks with who, which or that.</p> <p>Call on some Ss to read their sentences aloud in front of the class.</p> <p>Comment and make necessary corrections.</p> <p>Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>A clock is a machine which tells you the time.</i> 2. <i>A fridge is a machine which is used for keeping food fresh.</i> 3. <i>April 1st is the day which is called April Fool's Day in the West.</i> 4. <i>A nurse is the person who looks after patients.</i> 5. <i>A teacher is a person who gives lessons to students.</i> 6. <i>A blind person is the one who cannot see anything.</i> 7. <i>The man who(m) you visited last month is a famous scientist.</i> 8. <i>Please think of the word which comes from a foreign language into Vietnamese.</i> 9. <i>These are the pictures which my son drew when he was young.</i> 10. <i>Can you help me find the man who saved the girl?</i> 	Individual work

UNIT 6

AN EXCURSION

PERIOD 1 (Reading)

I. Aim

Reading a letter about an excursion to a beauty spot near Hanoi

II. Objectives

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

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

III. Materials

Textbook, whiteboard markers,...

Large pictures about Thien Mu Pagoda, Ha Long Bay, The One-Pillar Pagoda, and Da Lat

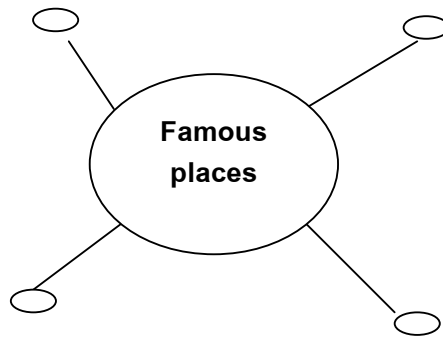
IV. Anticipated problems

Ss may lack background information about famous places in Vietnam.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	WARM-UP Networks Ask Ss to work in groups in three to four and make a list of famous places in Vietnam.	Group work

The group with the longest list will be the winner



Gather ideas and ask Ss to work in pairs: Match the photos with the information in the book, then tell each other which of the places you would like to visit and give reasons.

Note: T may hang large pictures on the board so that T can help Ss follow easily and keep them interested.

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

Ask Ss to share their background information about these places.

Feedback and give correct answers

Number 1 is Thien Mu Pagoda. It's on the left bank of the Huong River, 6 kilometres from Hue City.

Number 2 is Ha Long Bay. It's a picturesque site, a wonder of the world, 165 kilometres from Hanoi.

Number 3 is One-Pillar Pagoda. It was built in 1049, in shape of a lotus.

Number 4 is Da Lat City. It's a mountain resort (altitude: 1,500 m) with various ideal excursion places: Xuan Huong Lake, pine forests, waterfalls...

Ts are advised to give further information regarding these 4 places. (See Supplements for more information)

5'	<p style="text-align: center;">BEFORE YOU READ</p> <p>Have Ss work in pairs: Ask and answer the following questions:</p> <p><i>Do you usually have an excursion?</i></p> <p><i>When did you last have it? Where to?</i></p> <p><i>What impressed you most?</i></p> <p><i>What was the most interesting thing that you did on the excursion?</i></p> <p>...</p> <p>Set the scene:</p> <p><i>You are going to read a letter from Lan to her friend, Minh about his recent fantastic excursion to a cave near Hanoi. You read the letter and do the tasks followed.</i></p>	Pair work
10'	<p style="text-align: center;">WHILE YOU READ</p> <p>Task 1 - Multiple Choice</p> <p>Ask Ss to read the letter individually and choose the best answer A, B, C or D to complete each of the sentences.</p> <p>Tell Ss to compare their answers with a friend.</p> <p>Call on Ss to read and explain their answers in front of the class.</p> <p>Feedback and give correct answers:</p> <ol style="list-style-type: none"> 1. C 2. D 3. A 	Individual work
10'	<p>Task 2 – Answering Questions</p> <p>Ask Ss to work in pairs and answer the questions.</p> <p>Call on some pairs to act out the activity in front of the class.</p>	Pair work

	<p>Check the answers in front of the class as a whole.</p> <p>Give suggested answers:</p> <ol style="list-style-type: none"> 1. <i>They are going on a trip when they have some days-off after the 1st term.</i> 2. <i>They are visiting some caves because they want to understand their geography lesson better and many of them have never been inside a cave.</i> 3. <i>It's only over 20 km.</i> 4. <i>They are going to make a two-day trip and have a night campfire. They are bringing their own food and sharing buses with some other classes to make the trip cheap.</i> 5. <i>Lan is anxious about her parents' permission. They may not want to let her stay the night away from home.</i> <p>Call on some Ss to read the letter aloud in front of class.</p> <p>Make necessary corrections regarding Ss' pronunciation.</p>	
7'	<p style="text-align: center;">AFTER YOU READ</p> <p><i>Summary completion</i></p> <p>Have Ss work independently and fill in each blank with a suitable group of words from the text.</p> <p>Ask Ss to read the summary carefully before doing the task.</p> <p>Have them compare the answers with a friend.</p> <p>Call on some Ss to read the completed summary.</p> <p>Feedback and give correct answers:</p> <p><i>Lan's class is (1) going to make a two-day excursion to visit (2) some caves near Huong Pagoda. They (3) want to see with their own eyes what they (4) have</i></p>	Individual work

	<i>learnt in their geographical lessons recently and relax after their hard work, as well. They have planned (5) their trip carefully. For Lan, the (6) only problem is getting her parents' permission. She will try (7) to persuade them so that she will be able to join (8) her classmates for the excursion.</i>	
3'	WRAPPING Summarise the main points. Assign homework.	Whole class

Supplements

Further reading on famous places

PERFUME PAGODA

Chua Huong (Perfume pagoda) is located in Huong Son (Perfume mountain) 70 km southwest of Hanoi. Chua Huong is not one temple but a group of temples and shrines in the general vicinity of Huong Son. The pagoda(s) are located in My Duc hamlet in the province of Ha Tay.

Perfume pagoda has a long history in Vietnamese literature. This temple, its name, has been a theme of many songs, topic of poetry, used in literary works as well as backdrops for paintings. The uniqueness of Huong Son is that the mountains, river and forest appears like an oasis for buddhists in the middle of the great plains of northern Vietnam. This location truly incorporates all the elements of beauty that is often used in Eastern philosophy and arts.

Every year, between February and March, Hoi Chua Huong or Chua Huong festival attracts hundreds of thousands of people from all over the country. The festival is also a very popular place for young couples to meet and it is also a place where many budding romances are formed. During this time of the year, Ben Duc is packed with thousands of row boats used for shuttling visitors.

THIEN MU PAGODA

The Thien Mu pagoda is situated on Ha Khe hill, on the left bank of the Perfume River, in Huong Long Village, 5km from Hue City. It was built in 1601, and then Lord Nguyen Phuc Tan had it renovated in 1665. In 1710, Lord Nguyen Phuc Chu had a great bell cast (2.5m high, 3.285kg) and in 1715, he had a stele (2.58 m high) erected on the back of a marble tortoise.

The name of the pagoda comes from a legend: a long ago, an old woman appeared on the hill where the pagoda stands today. She told local people that a Lord would come and build a Buddhist pagoda for the country's prosperity. Lord Nguyen Hoang, on hearing that, ordered the construction of the pagoda of the "Heavenly Lady".

As well as bronze cast statues, it shelters some precious antiques: the bronze gong cast in 1677, the wooden gilded board with Lord Nguyen Phuc Chu's inscriptions (1714). On both sides of the pagoda are a room for the bonzes and a guest-room for visitors.

The pagoda is surrounded by flowers and ornamental plants. At the far end of the garden stretches a calm and romantic pine-tree forest. The pagoda was heavily damaged in 1943. Bonze Thich Don Hau hence organised a great renovation of the pagoda, that lasted for more than 30 years. Nowadays the pagoda is very well-maintained and very welcoming to all visitors.

ONE-PILLAR POGODA

One Pillar Pagoda is on Chua Mot Cot Street, Ba Dinh District, Hanoi. The One Pillar Pagoda is a cultural and historic relic, unique for its architectural features.

The pagoda was first built in 1049 under the Ly Dynasty, on the west side of the ancient Thang Long Capital. Its original name was Dien Huu, expressing the wish for longevity for the second King Ly. The pagoda is built in the shape of a lotus blooming on its stem.

The pagoda was built after the description of a dream of King Ly Thai Tong who reigned between 1028 and 1054, in which Bodhisattva Avalokitesvara, the Goddess of Mercy, led him to a lotus flower.

The actual One Pillar Pagoda is the miniature reconstruction of a large, ancient, royal Buddhist building. The pagoda is open daily from 8am to 5pm.

HA LONG BAY

Situated in the North-East region of Vietnam, Ha Long Bay is a bay in the Gulf of Tonkin comprised of regions of Ha Long City, the township of Cam Pha, and a part of the island district of Van Don. Ha Long Bay borders Cat Ba Island in the southwest, the East Sea in the east, and the mainland, creating a 120 km coastline.

Ha Long Bay is made up of 1,969 islands of various sizes, 989 of which have been given names. There are two kinds of islands, limestone and schist, which are concentrated in two main zones: the southeast (belonging to Bai Tu Long Bay), and the southwest (belonging to Ha Long Bay). This densely concentrated zone of stone islands, world famous for its spectacular scenery of grottoes and caves, forms the central zone of Ha Long Bay, which has been named a UNESCO World Heritage Site.

The bay itself has an area of 43,400 ha, consists of 775 islands, and forms a triangle with the island of Dau Go (Driftwood Grotto) to the west, the lake of Ba Ham (Three Shelter Lake) to the south, and the island of Cong Tay to the east.

DA LAT

Da Lat city is probably one of Vietnam's most well known vacation destination. Since the turn of the century, Da Lat has been the vacation spot for well-to-do Vietnamese and foreigners. It is the unofficial honeymoon attraction of Vietnam. Located on Lam Vien (Langbian) high lands, part of the greater Central high lands of Vietnam (Cao Nguyen Trung Phan), the city is 1500m above sea level and is 305 km from Saigon. The name Da Lat originates from the hill tribe people in this region. It literally means Stream of the Lat people.

Da Lat enjoys favourable weather year round. During the winter months the average temperature in Da Lat is 10⁰C. During the summer months the average temperature here is 18⁰C. The locals claim that Da Lat is Vietnam's botanical garden in the middle of a pine forest. Many of the country's fruits and vegetables come from this part of the country.

Da Lat is famous for its many waterfalls and lakes such as Ho Xuan Huong (Xuan Huong Lake), Cam Ly Fall, Ho Than Tho (Lake of Sorrow)

PERIOD 2 (Speaking)

I. Aim

Talking about a boat trip abroad

II. Objectives

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

III. Materials

Textbook, whiteboard markers,...

IV. Anticipated problems

Ss may not know much about a boat trip in Chicago.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<p style="text-align: center;">WARM-UP</p> <p>Crossword</p> <p>Give out a crossword which has 7 horizontal lines and one vertical line. The word in the vertical line is made up of 7 letters from the 7 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>	Group work

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10'	<p style="text-align: center;">PRESENTATION</p> <p>Vocabulary pre-teach</p> <p>sundeck (n): <i>platform extending from side to side of a ship</i> (boong tàu)</p> <p>get sunburnt (v): <i>the skin hurt or destroyed by the sunlight</i> (rám, cháy nắng)</p> <p>travel sickness (n): <i>the state of being sick due to travelling</i> (say tàu, xe)</p>	Whole class																																																																																																																							

	<p>air-conditioned > < non air-conditioned (translation): (được trang bị điều hòa > < không được trang bị điều hòa)</p> <p>refreshments (n): <i>room that serves food and drinks to refresh in a boat</i> (phòng ăn uống, giải khát trên tàu)</p> <p>occupied (a): <i>being kept, in use</i> (đang có người sử dụng)</p> <p>Checking technique</p> <p><i>Sentence modelling</i></p> <p>Ask Ss to make sentences with the new words they have learnt.</p> <p>Make certain that Ss understand the meaning of the words and pronounce them correctly.</p> <p>Set the scene:</p> <p><i>Tim's class is going on a boat trip on Lake Michigan in Chicago. Read the information about some of the participants to know their problems and their wishes.</i></p>	
15'	<p style="text-align: center;">PRACTICE</p> <p>Task 1 & 2 - Conversation Conduct</p> <p>Ask Ss to work in groups: Read the seat plan carefully and decide the best seat for each person, using the information in Task 1.</p> <p>Further explain the seat plan if necessary.</p> <p>Suggest some useful structures:</p> <p><i>I don't think so.</i></p> <p><i>To be suitable for...</i></p> <p><i>Why? Why not?</i></p> <p><i>What do you think?</i></p> <p><i>What's your idea?</i></p> <p><i>Had better</i></p>	Group work

	<p>Tell Ss to conduct the conversation like the example in the book.</p> <p>Go around the class and provide help when necessary.</p> <p>Call on some groups to conduct the conversation in front of the class.</p> <p>Comment and give suggested answers:</p> <p><i>A: I think seat 1 is most suitable for Mary.</i></p> <p><i>B: Why?</i></p> <p><i>C: Because she suffers from travel sickness so she can get lots of fresh air from that seat.</i></p> <p><i>D: Yes. Put her in seat 1. What about John?</i></p> <p><i>B: Put him in seat 45.</i></p> <p><i>A: I don't think so. John doesn't like air-conditioning so put him in seat 37. He can take as many photographs as he likes.</i></p> <p><i>C: OK. I think Susan had better take the seat 10. What do you think?</i></p> <p><i>B: I think it's a good idea because she wants to be near Mary.</i></p> <p>...</p>	
10'	<p style="text-align: center;">FURTHER PRACTICE</p> <p>Task 3 - Giving Reasons</p> <p>Tell Ss to work in pairs and discuss:</p> <p><i>Which seat do you think the most suitable for you? Why? Use information in Task 1 as suggestions.</i></p> <p>Call on some Ss to talk about their seat preference in front of the class.</p> <p>Comment and make necessary corrections.</p>	Pair work
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarise the main points.</p> <p>Assign homework.</p>	Whole class

Supplements

Further reading on Lake Michigan and Chicago

Lake Michigan is one of the five Great Lakes of North America, and the only one in the group located entirely within the United States. It is bounded, in a clockwise direction from the south, by the U.S. states of Indiana, Illinois, Wisconsin, and Michigan. The word "Michigan" was originally used to refer to the lake itself, and is believed to come from the Ojibwa Indian word mishigami, meaning "great water."

Lake Michigan (43°30'N, 87°30'W) is the only one of the Great Lakes wholly within the borders of the United States; the others are shared with Canada. It has a surface area of 22,300 square miles (57,750 square km), making it the largest freshwater lake in the US, the largest lake entirely within one country, and the 5th largest lake in the world. It is 307 miles (494 km) long by 118 miles (190 km) wide with a shoreline 1,640 mi (2,633 km) long. The lake's average depth is 279 ft (85 m), while its greatest depth is 925 ft (282 m). It contains a volume of 1,180 cubic mi (4,918 cubic km) of water. Its surface averages 577 ft (176 m) above sea level, the same as Lake Huron, to which it is connected through the Straits of Mackinac.

Some 12 million people live along Lake Michigan's shores. Many small cities in Northern Michigan are centered around a tourist base that takes advantage of the beauty and recreational opportunities offered by Lake Michigan. These cities have large seasonal populations that arrive from Chicago and inland cities in Southern Michigan. The southern tip of the lake is heavily industrialized. Cities on the shores of Lake Michigan with populations larger than 30,000.

Chicago is the largest city in the U.S. state of Illinois, as well as the third-most populous city in the United States with 2.8 million people. Known as the "Second City," the "Windy City," the "City of Big Shoulders," and "Chi-town" (along with other nicknames and colloquial nicknames that reflect the city's character), Chicago is located along the southwestern shore of Lake Michigan. When combined with its suburbs and nine surrounding counties in Illinois, Wisconsin, and Indiana, the greater metropolitan area known as Chicagoland encompasses a population of 9.3 million, making it the third-largest in the United States.

Growing from its 1833 founding as a frontier town of the Old Northwest into one of the world's premier cities, Chicago is ranked as one of 10 "Alpha" (most influential) world cities. Chicago today is the financial, economic, and cultural capital of the Midwest. The city is recognized as a major transportation, business, and architectural center of the United States. The city's skyscrapers, local cuisine, political traditions, and sports teams are some of its most recognized symbols.

*A resident of Chicago is referred to as a **Chicagoan**. Typically, residents of Chicago will identify themselves with one of the many neighborhoods of Chicago. African Americans form a plurality in the city (just under two-fifths), about one-third are Caucasian, around a quarter Hispanic and one-twentieth Asian, with small amounts of other groups filling in the remainder. Chicago also has several dozen distinct neighborhoods to match its ethnic diversity; the city is divided into 77 community areas, identified in the 1920s by the University of Chicago.*

PERIOD 3 (Listening)

I. Aim

Listening to a short talk about a picnic

II. Objectives

By the end of the lesson, Ss will be able to improve their listening skill through Ordering, Gap-filling and Answering questions exercises.

III. Materials

Textbook, cassette,...

IV. Anticipated problems

Ss may have difficulty in doing Ordering exercise.

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 they used to do when they were small. 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="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Do you...</th> <th style="text-align: center;">Name</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><i>like to go for a picnic?</i></td> <td></td> </tr> <tr> <td style="text-align: center;"><i>go with your friends/family?</i></td> <td></td> </tr> <tr> <td style="text-align: center;"><i>always go to the beach for a picnic?</i></td> <td></td> </tr> <tr> <td style="text-align: center;"><i>always go to the mountain for a picnic?</i></td> <td></td> </tr> <tr> <td style="text-align: center;"><i>bring food with you when you go for a picnic?</i></td> <td></td> </tr> <tr> <td style="text-align: center;">....</td> <td></td> </tr> </tbody> </table>	Do you...	Name	<i>like to go for a picnic?</i>		<i>go with your friends/family?</i>		<i>always go to the beach for a picnic?</i>		<i>always go to the mountain for a picnic?</i>		<i>bring food with you when you go for a picnic?</i>			Whole class
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<i>bring food with you when you go for a picnic?</i>																
....																
7'	<p style="text-align: center;">BEFORE YOU LISTEN</p> <p>Q&A</p> <p>Ask Ss to work in pairs and discuss the following questions:</p> <p><i>Do you often go for a picnic?</i></p> <p><i>When is the most important time for a picnic?</i></p> <p><i>Why do people go for picnics?</i></p>	Whole class														

	<p>Gather ideas from some pairs and introduce some important vocabulary in the listening.</p> <p>Vocabulary pre-teach</p> <p>glorious (a): <i>beautiful, shining</i> (đẹp trời)</p> <p>assemble (v): <i>gather</i> (tập hợp)</p> <p>destination (n): <i>a place to which a person is going to</i> (điểm, đích đến)</p> <p>left-overs (n): <i>the rest</i> (thức ăn còn thừa)</p> <p>delicious (a): <i>tasty</i> (ngon miệng)</p> <p>Botanic Garden (n): (translation) Vườn Bách Thảo</p> <p>spacious (a): <i>large, have a lot of space</i> (rộng, nhiều không gian)</p> <p>sleep soundly (v): <i>to be in deep sleep</i> (ngủ say)</p> <p>Checking technique</p> <p>Ordering vocabulary</p> <p>Write all the new words on the board.</p> <p>Make sentences which contain the new words randomly.</p> <p>Read the sentences aloud.</p> <p>Ask Ss to write down the words they hear in order 1, 2, 3, ...</p>	
6'	<p style="text-align: center;">WHILE YOU LISTEN</p> <p>Set the scene:</p> <p><i>You are going to listen to a short talk by a student about his picnic with classmates. You listen to the tape and do the tasks followed.</i></p> <p>Task 1 - Pictures Ordering</p> <p>Ask Ss to work in pairs and study the pictures carefully.</p> <p>Make sure Ss have ideas about the pictures and they can tell the differences among them.</p>	Pair work

7'	<p>Have Ss listen to the tape and number the pictures in the order they hear. Let Ss do the task in pairs.</p> <p>Play the tape more than once if necessary.</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>a</i> 2. <i>e</i> 3. <i>b</i> 4. <i>c</i> 5. <i>f</i> 6. <i>d</i></p> <p>Task 2 - Gap-filling</p> <p>Ask Ss to listen to the tape again and fill in the blanks with exact words they hear.</p> <p>Tell Ss to read the sentences carefully and have a guess of the missing words first.</p> <p>Play the tape several times if necessary.</p> <p>Ask Ss to compare their answers with a friend.</p> <p>Call on some Ss to read aloud 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> <p>1. <i>The weekend picnic I enjoyed most was just a few weeks ago.</i></p> <p>2. <i>My class decided to pay a visit to the Botanic Garden.</i></p> <p>3. <i>We assembled at the school gate on time.</i></p> <p>4. <i>We made a short tour round the garden.</i></p> <p>5. <i>In the afternoon we went on playing some more games.</i></p> <p>Task 3 - Answering Questions</p>	Individual work
7'	<p>Play the tape again and ask Ss to answer the questions independently.</p> <p>Have Ss compare their answers with a friend.</p>	Individual work

	<p>Call on some Ss to read aloud their answers in front of the class.</p> <p>Feedback and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>The weather was very nice.</i> 2. <i>Yes, it was.</i> 3. <i>The garden was beautiful.</i> 4. <i>They could sleep soundly because it was so peaceful and quiet in the garden.</i> 5. <i>They took pictures, played games, talked, sang and danced.</i> <p>Tapescript</p> <p><i>The weekend picnic I enjoyed most was just a few weeks ago. My class decided to pay a visit to the Botanic Garden.</i></p> <p><i>It was a glorious Sunday. We assembled at the school gate on time and travelled to the Botanic Garden by bus. It was a long way to our destination and we sang merrily all the way.</i></p> <p><i>The Botanic Garden was a very beautiful place. We made a short tour round the garden and took some pictures of the whole class. Then we played a lot of games on a spacious piece of grassland. One of the boys brought along his guitar and we sang our favourite songs. We laughed, talked and danced, too. After a delicious meal with various kinds of food that we brought, we all took a rest. Some of us slept very soundly because it was so peaceful and quiet there. In the afternoon, we went on playing some more games. Then we packed up the left-overs and started home. We all felt happy.</i></p>	
8'	<p style="text-align: center;">AFTER YOU LISTEN</p> <p>Group work project</p> <p>Ask Ss to work in groups of three to four and map out the plan for the picnic this weekend.</p>	Group work

	<p>The plan include:</p> <p><i>Destination:</i></p> <p><i>Means of transport:</i></p> <p><i>How many:</i></p> <p><i>How long:</i></p> <p><i>Who with:</i></p> <p><i>What activities:</i></p> <p><i>Bring any food?</i></p> <p>...</p> <p>Go around the class and provide help if necessary.</p> <p>If time allowed, call on some groups to talk about their plan in front of the class.</p> <p>Comment and make necessary corrections.</p>	
3'	<p>WRAPPING</p> <p>Summarise the main points.</p> <p>Assign homework.</p>	Whole class

Supplements

Exercise

Fill the blank with the most suitable word.

1. *The Prime Minister will an official visit to China at the invitation of the Chinese counterpart.*
2. *We gathered at the school for the picnic.*
3. *After the tiring trip, we came back home and slept very*
4. *We a lot of pictures during the trip.*

Answers:

1. *pay*
2. *gate*
3. *soundly*
4. *took*

PERIOD 4 (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,...

IV. Anticipated problems

Ss may not be familiar with confirmation letters.

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>ubsutnrn</i> → <i>sunburnt</i>2. <i>cpinci</i> → <i>picnic</i>3. <i>snisksecs</i> → <i>sickness</i>4. <i>pdccouie</i> → <i>occupied</i>5. ...	Group work

7'	<p style="text-align: center;">PRESENTATION</p> <p>Explain the definition of request and confirmation letters.</p> <p>Request is the letter that asks for information or help.</p> <p>Confirmation is the letter that responds to the request. It confirms whether the help is provided or the information is available or not.</p> <p>Task 1- Finding Requests and Confirmation</p> <p>Ask Ss to work in pairs: Read the two letters below and find the requests in Nga's letter and confirmation in Hoa's.</p> <p>Tell Ss to underline the structure showing requests and confirmation.</p> <p>Call on some Ss to explain their answers in front of the class.</p> <p>Feedback and give suggested answers:</p> <p>Request: <i>Can you go shopping with me to buy the things we need for the trip?</i></p> <p>Confirmation: <i>Certainly, I will help you to prepare everything you need for the trip.</i></p> <p>Call on two Ss to read the letters aloud in front of the class.</p> <p>Further explain the format and structures used in the letters.</p>	Whole class
15'	<p style="text-align: center;">PRACTICE</p> <p>Task 2 - Writing Confirmation</p> <p>Ask Ss to read the situations carefully and find the requests in both of them.</p> <p>Make sure Ss get the requests clearly:</p>	Individual work

Lan asks you to buy some fruits and bring them to her house.

Minh wants to borrow you a book about wildlife.

Tell Ss to choose one of these situations to write a confirmation letter responding to each of them.

Ask Ss to exchange their writing with a friend.

Introduce peer correction.

Pick up some writings to check in front of the class as a whole.

Give suggested answers:

1

Dear Lan,

Firstly, let me congratulate you on your 15th birthday. Certainly, I will help you to prepare everything you need for the party. I will go to the nearby market and get them on Saturday morning. Luckily, Saturday is weekend so I have the whole day free.

I will be at your house at 6.30 p.m on Saturday.

Love,

2

Dear Minh,

I'm happy to tell you that the book you want to borrow is available. You can use this for the next two weeks. However, I will not be at home this Saturday. Can you come on Sunday? I will be waiting for you all day.

See you then,

Yours,

15'	<p style="text-align: center;">FURTHER PRACTICE</p> <p>Mistakes correction</p> <p>Ask Ss to work in pairs.</p> <p>Give out a confirmation letter which contains 10 mistakes. Ss have to find out the mistakes and correct them.</p> <p><i>Dear Hao,</i></p> <p><i>I receives your letter requests the details of the apply form for the video library. I enclose here the full form and you ask to fill out before send back to us. You can send we via e-mail or by air-mail. The deadline is 25th July. You should remember attaching a photo on the first page of the form. The membership fee are \$ 25 per year and it is not refund if you leave the library for any reasons.</i></p> <p><i>I am looking forward to hear from you soon.</i></p> <p><i>Yours truly,</i></p> <p>Director</p> <p>Answers:</p> <p><i>Dear Hao,</i></p> <p><i>I receives your letter requests the details of the apply form for the video library. I enclose here the full form and you ask to fill out before send back to us. You can send we via e-mail or by air-mail. The deadline is 25th July. You should remember attaching a photo on the first page of the form. The membership fee are \$ 25 per year and it is not refund if you leave the library for any reasons.</i></p> <p><i>I am looking forward to hear from you soon.</i></p> <p><i>Yours truly,</i></p> <p>Director</p> <p>Mistake correction</p> <ol style="list-style-type: none"> 1. receives —————→ have received 2. requests —————→ requesting 	Pair work
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	3. <i>apply</i> —————→ <i>application</i> 4. <i>ask</i> —————→ <i>are asked</i> 5. <i>send</i> —————→ <i>sending</i> 6. <i>we</i> —————→ <i>us</i> 7. <i>attaching</i> —————→ <i>to attach</i> 8. <i>are</i> —————→ <i>is</i> 9. <i>refund</i> —————→ <i>refundable</i> 10. <i>hear</i> —————→ <i>hearing</i>	
3'	WRAPPING	
	Summarise the main points. Assign homework.	Whole class

Supplements

Exercise

Match the verbs in A with a word or phrase in B.

A	B
1. <i>stay</i>	a. <i>excursions or trips</i>
2. <i>send</i>	b. <i>a car</i>
3. <i>look round</i>	c. <i>sightseeing</i>
4. <i>hire</i>	d. <i>the museums and art galleries</i>
5. <i>go</i>	e. <i>some postcards</i>
6. <i>go on</i>	f. <i>some souvenirs</i>
7. <i>take</i>	g. <i>in a hotel or guest house</i>
8. <i>buy</i>	h. <i>some photos</i>

Answers:

- | | | |
|-------------|-------------|-------------|
| 1. <i>g</i> | 2. <i>e</i> | 3. <i>d</i> |
| 4. <i>b</i> | 5. <i>c</i> | 6. <i>a</i> |
| 7. <i>h</i> | 8. <i>f</i> | |

PERIOD 5 (Language focus)

I. Aim

Distinguishing the sounds /ə/ and /ɜ:/

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

II. Objectives

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

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

III. Materials

Textbook, whiteboard markers,...

IV. Anticipated problems

Ss may confuse the present progressive (with a future meaning) and *be going to*.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	<p style="text-align: center;">WARM-UP</p> <p>Find someone who Prepare a two-column table with Yes/No questions and Name. Let Ss go around the class and ask other Ss what they used to do when they were small. If the answer is YES, write his/her name in the table. The winner is the first one who completes the Name column.</p>	Whole class

	Are you going to...	Name	
	<i>take an English class in the evening?</i>		
	<i>spend summer holiday on the beach?</i>		
	<i>watch the game show Who wants to be millionaire on VTV3?</i>		
	<i>go to the cinema?</i>		
	...		
5'	<p style="text-align: center;">PRONUNCIATION PRESENTATION 1</p> <p>Demonstrate the sounds /ə/ and /ɜ:/ by pronouncing them clearly and slowly.</p> <p>Help Ss to distinguish these two sounds.</p> <p>Instruct the way to pronounce:</p> <p>/ɜ:/ first pronounce the sound /ə/ then put your tongue forward and up a little.</p> <p>/ɜ:/ is a long sound.</p> <p>/ə/ first pronounce the sound /ɜ:/ but make it short.</p> <p>/ə/ is a short sound</p>		Whole class
5'	<p style="text-align: center;">PRACTICE 1</p> <p>Play the tape and ask them to repeat.</p> <p>Call on some Ss to repeat the sounds clearly in front of the class.</p> <p>Ask Ss to work in pairs and practice the sentences.</p> <p>Introduce peer correction.</p> <p>Go around the class and provide help if necessary.</p>		Pair work
5'	<p style="text-align: center;">GRAMMAR AND VOCABULARY PRESENTATION 2</p> <p>Explain Future forms</p>		Whole class

	<p>Will</p> <p><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</p> <p><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</p> <p>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></p>	
5'	<p style="text-align: center;">PRACTICE 2</p> <p>Ask Ss to do exercise 2: Choose the correct option in bracket.</p> <p>Have Ss compare and discuss the answers with a friend.</p> <p>Call on some Ss to read and explain their answers in front of the class.</p> <p>Feedback and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>Tell me your plan, Lan. What are you doing this Saturday evening?</i> 2. <i>Mary is getting married next week.</i> 3. <i>There's a good play on TV tonight. Are you going to watch it?</i> 4. <i>I feel terrible. I think I am going to be sick.</i> 5. <i>There are a lot of black clouds in the sky. It is going to rain.</i> 	Individual and Pair work

5'	<p style="text-align: center;">PRACTICE 3</p> <p>Let Ss further practice using <i>the present progressive</i> and <i>be going to</i> by asking them to do exercise 2: Put the verbs in brackets in the present progressive and <i>be going to</i>.</p> <p>Ask Ss to compare their answers with a friend.</p> <p>Check the exercise 2 in front of the class as a whole.</p> <p>Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>The Browns are going to the cinema this evening.</i> 2. <i>We are having an English-speaking club meeting next week. Would you like to come?</i> 3. <i>The cat is just behind the rat. It is going to catch the latter.</i> 4. <i>Where are you putting this new bookcase?</i> 5. <i>Smoking is very bad for his health, but he is not going to give it up.</i> 	Individual work
5'	<p style="text-align: center;">PRACTICE 4</p> <p>Ask Ss to do exercise 3 in pairs: Complete the exchanges, using the present progressive or <i>be going to</i>.</p> <p>Call on some pairs to act out the exchanges in front of the class.</p> <p>Make necessary corrections.</p> <p>Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>There's a football match on TV this afternoon.</i> <i>Are you going to see it?</i> <i>No, I'm busy. I'm doing my homework.</i> 2. <i>Can you come next weekend?</i> <i>Sorry, we'd love to, but we are visiting our grandparents.</i> 	Pair work

	<p>3. <i>I hear Tim has won a lot of money. What's he going to do with it?</i> <i>He says he's going to buy a new motorbike.</i></p> <p>4. <i>Should I leave the umbrella at home?</i> <i>It's cloudy and windy. It's going to rain soon.</i> <i>Take it along.</i></p> <p>5. <i>Do you think the windows so dirty?</i> <i>Oh, yes. I'm going to clean them later.</i></p>	
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TEST YOURSELF B

Answers to Test yourself B

LISTENING

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

Tapescript

We start our journey in Reading. This town lies about 50 miles to the west of London in the county of Berkshire. It is a medium-sized town of about 120,000 inhabitants. In times gone by Reading was just a market town best known for its Huntley and Palmers biscuit factory. Now it is at the heart of the computer industry in the UK and is expanding rapidly. Computer companies everywhere. It's not a very pretty town, but one which says a lot about England.

Oxford is most definitely prettier. It is located in the central England. It has a population of about 90,00, of which a large number work in or for the

university. This is obviously what the city is famous for, but in terms of getting to know the country, what is really of interest is the British Leyland car factory at Cowley. This is huge, employing about 20,000 people, yet, because of the university, it is usually forgotten. Spend a day looking round the works, seeing how they make the cars. Fascinating. Or stroll up the Cowley Road and watch the world walk with you.

READING

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

GRAMMAR

	Missing words
<p>Today a lot of important inventions/carried out/scientists working for large industrial firms.</p> <p>However, there are still opportunities/ other people to invent various things. In Britain, /is a weekly television programme /attempts to show all /various devices which people have recently invented. The people organizing /programme receive information about 700 inventions /year. New ideas can still be developed /private inventors. However, is important to consider these questions: Will it work? Will it /wanted? Is it new?</p>	<ol style="list-style-type: none"> 0. are 1. by 2. for 3. there 4. which 5. 5. the 6. the 7. a/per 8. by 9. it 10. be

WRITING

Suggested answer:

654, Truong Chinh Steet, Hanoi.

8th, June, 2006

Dear Hung,

Our class are planning to have a three-hour visit to a factory as part of our technology lesson. I am writing to ask you for permission to visit your computer factory as it is near our school so we can go by bicycle. Forty-five members of our class will arrive at your factory at 7:30 on Monday, 22nd December, 2006.

Would you be so kind as to recommend someone who can give us a tour around the factory? We would so much like to know how computers are made and we also like to talk with the workers there. We hope that you will create favorable conditions for us to have an interesting and useful visit to your factory.

We are looking forward to receiving your reply soon.

Yours sincerely,

Nghiem Danh Hao

UNIT 7

THE MASS MEDIA

PERIOD 1 (Reading)

I. Aim

Reading TV programme schedules

II. Objectives

By the end of the lesson, Ss will:

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

III. Materials

Textbook, whiteboard markers...

TV schedules extracted from newspapers

IV. Anticipated problems

Ss may have difficulty in understanding some names of TV programmes.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
5'	<p style="text-align: center;">WARM-UP</p> <p>Jumbled words Give 10 words whose letters are in the wrong order. Note Ss that all the words are forms of mass media. Ask Ss to work in groups and rearrange them in good order to make the right words</p>	Group work

	<p>1. <i>enslieisov</i> ———→ <i>television</i> 2. <i>rwepeapns</i> ———→ <i>newspaper</i> 3. <i>idora</i> ———→ <i>radio</i> 4. <i>agenmiza</i> ———→ <i>magazine</i> 5. ...</p> <p>Explain the term <i>mass media</i>.</p> <p><i>Mass media or mass communications refer to public institutions that report news and other stories. Mass media also keep people updated.</i></p> <p>Give examples for each type of mass media.</p> <p>E.g: Newspaper: Nhan Dan, Lao Dong...</p>	
10'	<p style="text-align: center;">BEFORE YOU READ</p> <p>Have Ss work in pairs: Ask and answer the following questions:</p> <p><i>When do you often watch TV?</i> <i>How many channels are there in our national TV?</i> <i>How many hours per week do you watch TV?</i></p> <p>Gather ideas and give some background information about TV channels in Vietnam (See Supplements for more information):</p> <p><i> VTV1: combination of Politics, Economics and Entertainment</i> <i> VTV2: Science and Education</i> <i> VTV3: Entertainment</i> <i> VTV4: For the overseas Vietnamese</i> <i> VTV5: For the Ethnic minority groups</i></p> <p>Vocabulary pre-teach</p> <p>Give Vietnamese equivalences for some TV programmes</p>	Whole class

	<p><i>Population and Development</i>: Dân số và Phát triển <i>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</p> <p>Checking technique</p> <p>Advising</p> <p>Divide the class into two teams. Team A says what they want to see. Team B gives advice on what programmes team B should watch.</p> <p>E.g:</p> <p>Team A: <i>I love seeing animals and plants.</i></p> <p>Team B: <i>You should watch the Wildlife World.</i></p> <p>Team A: <i>I want to know whether it is going to rain tomorrow.</i></p> <p>Team B: <i>You should watch the Weather Forecast.</i></p> <p>....</p>	
6'	<p style="text-align: center;">WHILE YOU READ</p> <p>Task 1 - Matching</p> <p>Ask Ss to read three TV programme schedules and do Task 1: Match the words in A which appear in the reading passage with their definitions in B.</p> <p>Have Ss compare and discuss their answers with a friend.</p> <p>Further explain and give correct answers:</p> <p style="padding-left: 40px;">1. c (<i>A cartoon is a film made by photographing</i></p>	Individual work

	<p><i>a series of changing drawings)</i></p> <ol style="list-style-type: none"> 2. <i>a (A drama is a play for the theatre, television or radio)</i> 3. <i>d (A comedy is a film or a play that is intended to be funny, usually with a happy ending)</i> 4. <i>b (A documentary is a film or a television programme giving facts about something)</i> <p>Task 2 – True or False</p> <p>Tell Ss to read the programmes carefully and decide whether the statements are true (T) or false (F). Correct the false information.</p> <p>Ask Ss to explain their answers by giving evidence in the reading passage.</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>T</i> 2. <i>T</i> 3. <i>F (The Nature of Language is the documentary programme at 15:15 on VTV3.)</i> 4. <i>T</i> 5. <i>F (VTV1 starts at 5:35 and the last programme starts at 23:30.)</i> 	Individual work
7'	<p>Task 3 – Answering Questions</p> <p>Ask Ss to work in pairs and ask and answer the questions in the book basing on the information in the reading passage.</p> <p>Call on some pairs to ask and answer in front of the class.</p> <p>Feedback and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>There are five films on.</i> 	Pair work

	<p>2. <i>At 9:00 a.m., 12:00 at noon, 7:00 p.m., 11 p.m. on VTV1 and 7:00 p.m. on VTV3</i></p> <p>3. <i>VTV2</i></p> <p>4. <i>The Quiz Show</i></p> <p>5. <i>(You should watch) VTV1</i></p> <p>6. <i>The Football</i></p>	
7'	<p style="text-align: center;">AFTER YOU READ</p> <p>Keep Ss in pairs and ask them to tell their partner about one of the TV programmes they like watching best and explain why.</p> <p>Call on some Ss to give short talks on the given topic.</p> <p>Give suggested answers:</p> <p><i>I like Game show The price is right most because it is very interesting, easy to play. Besides the reward for the winner is valuable. Another reason I like this game show is the MC. Mr. Luu Minh Vu is humorous and very intelligent...</i></p>	Pair work
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarise the main points.</p> <p>Assign homework.</p>	Whole class

Supplements

1. Names of some popular programmes on VTV

Rush Hour: Giờ cao điểm

Sing to learn: Học Tiếng Anh qua các bài hát

Game Shows: *Wheel of Fortune* (Chiếc nón kỳ diệu)

Trò chơi *Who wants to be millionaire?* (Ai là triệu phú)

truyền hình *The price is right* (Hãy chọn giá đúng)

One vs one hundred (Đấu trường 100)

Who is who? (Ai là ai?)

2. Overview of current VTV channels

VTV1

- *General and informative channel. The channel presents all aspects of life including politics, economy, culture and society*
- *Official broadcast: September 7th, 1970*
- *Airtime: 18.5 hours/day*

VTV2

- *Scientific & Educational Programming. The channel targets at students, pupils and improving community's education. Its contents concentrate on natural and social scientific issues and technology, innovation information. VTV2 is planning to develop distant-learning programmes for university level and specific sectors.*
- *Official broadcast: January 1st, 1990*
- *Airtime: 18 hours/day*

VTV3

- *Sports, entertainment and economic programming*
- *This is the most favorite channel in Vietnam with large genres of high quality programmes for entertaining viewers of all ages from fantastic international Soccer tournaments for football fans to knowledge competition shows for students and grown-up people or games on house work skills for housewives ... The channel contributes a major part in increasing commercial revenues for VTV.*
- *Official broadcast: March 31st, 1996*
- *Airtime: 18 hours/day*

VTV4

- *Special programming for overseas Vietnamese. The channel contents are domestic news and information, children programmes, Vietnam - Country - People, cultural and tourism specialized programmes. It's broadcast nationally in Vietnamese and English or with English subtitles.*
- *Official broadcast: April 27th, 2000*
- *Airtime: 24 hours/day*

VTV5

- *Special programming for ethnic minority viewers in their dialects. Since there are over 50 ethnic minority groups living mainly in mountainous and remote areas, the channel is evaluated the most effective way to connect with them and bring them information about Government policies and events, happenings in Vietnam. By this way, it helps narrow the gap in developments between regions in the country.*
- *Official broadcast: February 10th, 2002*
- *Airtime: 12 hours/day*

PERIOD 2 (Speaking)

I. Aim

Speaking about different types of the mass media

II. Objectives

By the end of the lesson, Ss will be able to talk about the differences and similarities of some popular types of the mass media.

III. Materials

Textbook, whiteboard,...

IV. Anticipated problems

Ss may find it difficult to compare different types of mass media.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	WARM-UP Noughts and Crosses Draw a table containing 9 words in each cell.	Group work

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>									
	<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 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" data-bbox="444 510 1084 722"> <tr> <td><i>newspaper</i></td> <td><i>Internet</i></td> <td><i>cartoon</i></td> </tr> <tr> <td><i>magazine</i></td> <td><i>television</i></td> <td><i>news</i></td> </tr> <tr> <td><i>radio</i></td> <td><i>book</i></td> <td><i>drama</i></td> </tr> </table> <p><i>Note:</i> The sentences must be grammatically correct and make sense.</p> <p>Vocabulary pre-teach orally (adv): <i>spoken by mouth</i> visually (adv): <i>seen by eyes</i> aurally (adv): <i>heard by ears</i></p> <p>Checking technique <i>Sentence modelling</i></p> <p>Ask Ss to make sentences with above words. Make sure Ss understand the meaning and the use of the words</p>	<i>newspaper</i>	<i>Internet</i>	<i>cartoon</i>	<i>magazine</i>	<i>television</i>	<i>news</i>	<i>radio</i>	<i>book</i>	<i>drama</i>	
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<i>magazine</i>	<i>television</i>	<i>news</i>									
<i>radio</i>	<i>book</i>	<i>drama</i>									
5'	<p style="text-align: center;">PRESENTATION</p> <p>Ask Ss to work in pairs and decide which items are types of the mass media.</p> <p>Notice Ss to refer to the definition of the mass media.</p>	Pair work									

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>				
	<p>Call on some pairs to explain their answers in front of the class.</p> <p>Check the answers in front of the class as a whole.</p> <p>Give correct answers:</p> <p><i>Television</i></p> <p><i>Radio</i></p> <p><i>Newspaper</i></p> <p><i>The Internet</i></p>					
15'	<p style="text-align: center;">PRACTICE</p> <p>Set the scene</p> <p><i>You have discussed some popular types of the mass media. As you know, each type has its own features. Now, you work in pairs and work out what feature(s) the types of the mass media have in common and what main features each of them has.</i></p> <p>Ask Ss to work in pairs and carry out the activity using the cues in the book.</p> <p>Go around the class and provide help when necessary.</p> <p>Call on some pairs to explain their answers in front of the class.</p> <p>Feedback and give suggested answers:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">The mass media</th> <th style="text-align: center;">Provide/deliver information and entertainment</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><i>The radio</i></td> <td> <i>provide information and entertainment orally (through mouth)</i> <i>receive information aurally (through ears)</i> </td> </tr> </tbody> </table>	The mass media	Provide/deliver information and entertainment	<i>The radio</i>	<i>provide information and entertainment orally (through mouth)</i> <i>receive information aurally (through ears)</i>	Pair work
The mass media	Provide/deliver information and entertainment					
<i>The radio</i>	<i>provide information and entertainment orally (through mouth)</i> <i>receive information aurally (through ears)</i>					

<i>Time</i>	<i>Steps</i>		<i>Work arrangement</i>
	<i>Newspapers</i>	<p><i>present information and entertainment visually (through eyes)</i></p> <p><i>receive information visually (through eyes)</i></p>	
	<i>Television</i>	<p><i>present information and entertainment orally (through mouth) and visually (through eyes)</i></p> <p><i>get information aurally (through ears) and visually (through eyes)</i></p>	
12'	<p style="text-align: center;">FURTHER PRACTICE</p> <p>Have Ss work in groups and talk about different types of the mass media.</p> <p><i>Note: T may use the questions in the book or the following:</i></p> <p><i>Which types of the mass media do you usually get information from?</i></p> <p><i>Which one do you like most? Why?</i></p> <p><i>Which type of the mass media is developing and will develop in the future?</i></p> <p>...</p> <p>Gather ideas and have final thoughts on the topic.</p>		Group work
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarise the main points.</p> <p>Assign homework.</p>		Whole class

Supplements

Exercise

Type of newspapers

Match the newspapers with the definitions.

A	B
1. National paper	a) a paper that you can buy every morning
2. Local newspaper	b) a paper that's sold throughout the country
3. Daily paper	c) a paper that's published every week
4. Weekly paper	d) a paper produced in one town

Answers:

1. *b*

2. *d*

3. *a*

4. *c*

PERIOD 3 (Listening)

I. Aim

Listening a short news edition

II. Objectives

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

III. Materials

Textbook, whiteboard markers, cassette,...

IV. Anticipated problems

Ss may have difficulty in understanding the news.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<p style="text-align: center;">WARM-UP</p> <p>Guessing game</p> <p>Provide three clues about the word <i>News/ News Broadcast</i>. Ss have 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 in the third clue.</p> <ol style="list-style-type: none"> 1. <i>It is one of the radio programmes.</i> 2. <i>It broadcasts daily and live from radio station.</i> 3. <i>It updates you with the latest information, current affairs domestically and internationally.</i> <p>Answer: <i>News/ News Broadcast</i></p>	Group work
5'	<p style="text-align: center;">BEFORE YOU LISTEN</p> <p>Q&A</p> <p>Ask Ss to work in pairs and ask and answer the questions:</p> <ol style="list-style-type: none"> 1. <i>How often do you listen to the radio?</i> 2. <i>How many hours per week do you listen to it?</i> 3. <i>What programme do you like listening to and why?</i> <p>Gather ideas and introduce the listening.</p> <p>News broadcast is a popular programme on the radio. Today you will listen to a short news edition. You listen to it and do the tasks assigned.</p>	Pair work

7'	<p style="text-align: center;">WHILE YOU LISTEN</p> <p>Task 1 - Ticking the words</p> <p>Explicit the items of the news. (2 items)</p> <p>Ask Ss to do Task 1: <i>Listen to the two radio news stories and tick the right column under News story 1 and News story 2</i></p> <p>Play the tape once or twice.</p> <p>Check the answers in front of the class as a whole.</p> <p>Give correct answers:</p> <table border="1" data-bbox="488 583 1097 1031"> <thead> <tr> <th></th> <th>News story 1</th> <th>News story 2</th> </tr> </thead> <tbody> <tr> <td><i>healthy</i></td> <td></td> <td>√</td> </tr> <tr> <td><i>strong</i></td> <td>√</td> <td></td> </tr> <tr> <td><i>young</i></td> <td></td> <td>√</td> </tr> <tr> <td><i>cloudy</i></td> <td>√</td> <td></td> </tr> <tr> <td><i>highest</i></td> <td></td> <td>√</td> </tr> <tr> <td><i>wonderful</i></td> <td></td> <td>√</td> </tr> <tr> <td><i>fine</i></td> <td>√</td> <td></td> </tr> </tbody> </table>		News story 1	News story 2	<i>healthy</i>		√	<i>strong</i>	√		<i>young</i>		√	<i>cloudy</i>	√		<i>highest</i>		√	<i>wonderful</i>		√	<i>fine</i>	√		Individual work
	News story 1	News story 2																								
<i>healthy</i>		√																								
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<i>fine</i>	√																									
10'	<p>Task 2 - Gap-filling</p> <p>Let Ss read the two news stories carefully and have the guess of the missing words.</p> <p>Play the tape and ask Ss to fill in the missing words.</p> <p>Notice Ss to catch the exact word(s) for each blank.</p> <p>Call on some Ss to read completed stories.</p> <p>Ask for comments from other Ss.</p> <p>Pause the tape when necessary.</p>	Individual work																								

8'	<p>Feedback and give correct answers:</p> <p>News story 1</p> <ol style="list-style-type: none"> 1. <i>has caused floods</i> 2. <i>have left their home</i> 3. <i>have risen</i> 4. <i>two metres</i> 5. <i>has stopped</i> 6. <i>cloudy</i> 7. <i>strong wind</i> <p>News story 2</p> <ol style="list-style-type: none"> 1. <i>twenty-third</i> 2. <i>4,418</i> 3. <i>California</i> 4. <i>wonderful</i> 5. <i>young and healthy</i> <p>Task 3 – Answering Questions</p> <p>Ask Ss to work in pairs and answer the questions in the book.</p> <p><i>Note:</i> Ss are encouraged to do the task without looking back to the stories on page 77. However, Ss can look back if necessary.</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>Heavy rain has caused floods all over the country during the night.</i> 2. <i>Because rivers have risen.</i> 3. <i>The old woman has climbed Mount Whitney twenty-three times.</i> 4. <i>Because it has kept her young and</i> 	Pair work
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	<p><i>healthy.</i></p> <p>Tapescript</p> <p><i>The time is 7 o'clock and here is the news summary.</i></p> <p><i>Heavy rain during the night has caused floods all over the country today. Many people have left their homes because rivers have risen. Some roads in the north-west are under two metres of water. The rain has stopped at the moment, but it's still cloudy and there's a strong wind. Because of the bad weather people can't go out to work.</i></p> <p><i>A ninety-year-old woman has climbed Mount Whitney in California for the twenty-third times. At 4418 metres, Mount Whitney is the highest mountain in California. The woman says the view from the top is wonderful. She also says that the mountain has kept her young and healthy. In spite of her old age, the woman tries to climb the mountain very often.</i></p>	
5'	<p style="text-align: center;">AFTER YOU LISTEN</p> <p>Ask Ss to work in groups and use their own words to tell other members about one of the two news stories.</p> <p>Call on some Ss to present the story in front of the class.</p> <p>Ask for comments from other Ss.</p> <p>Make necessary corrections.</p>	Group work
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarise the main points.</p>	Whole class

	Assign homework.	
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Supplements

Exercise

Choose the most suitable word to complete the following sentences.

1. *The crop was destroyed by the rain last night.*
a. heavy b. strong c. big d. large
2. *I was late for school because the traffic jam.*
a. on b. from c. of d. at
3. *Doing exercises everyday can keep you*
a. healthful b. healthily c. health d. healthy
4. *In spite poverty, they live happily.*
a. of b. on c. over d. in

Answers:

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

PERIOD 4 (Writing)

I. Aim

Writing about advantages and disadvantages

II. Objectives

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

III. Materials

Textbook, whiteboard markers,...

IV. Anticipated problems

Ss may have difficulty in finding ideas about advantages and disadvantages for writing.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<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 mass media such as <i>newspaper</i>, <i>television</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.4. Divide the class into 2 teams. Get them to make creative team names.5. Distribute each list of words to both teams. Every student on each team should have a paper. Both teams have the same words.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>The winner is the one with a correct and clearly written sentence.</p>	Whole class
5'	<p style="text-align: center;">PRESENTATION</p> <p>Implicit the meaning of <i>advantage</i> and <i>disadvantage</i> by analysing the examples:</p>	Whole class

	<p><i>Television helps us to learn more about the world.</i></p> <p><i>Television makes us passive.</i></p> <p><i>Which sentence says good about television? Which one is bad?</i></p> <p>Ask Ss to read about the advantages and disadvantages of television.</p> <p>Have Ss underline the key words of each idea.</p> <p>Go around the class and provide help when necessary.</p> <p>Make sure Ss understand all the advantages and disadvantages mentioned in the book</p>									
13'	<p style="text-align: center;">PRACTICE</p> <p>Ask Ss to work in pairs and discuss the advantages and disadvantages of the mass media and write them down in the column.</p> <p>Let Ss choose of the three types of mass media to discuss.</p> <p>Encourage Ss to find the ideas related to the topics.</p> <p>Ask Ss to share the ideas with other pairs.</p>	Pair work								
	<p>Give suggested answers:</p> <p>Radio</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>It provides you hourly - updated news and information.</td> <td>It only provides information aurally.</td> </tr> <tr> <td>It is convenient because you can listen to it almost everywhere.</td> <td>It can be boring because we can't watch films or sports programmes.</td> </tr> <tr> <td>It makes our life easier</td> <td></td> </tr> </tbody> </table>	Advantages	Disadvantages	It provides you hourly - updated news and information.	It only provides information aurally.	It is convenient because you can listen to it almost everywhere.	It can be boring because we can't watch films or sports programmes.	It makes our life easier		
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It provides you hourly - updated news and information.	It only provides information aurally.									
It is convenient because you can listen to it almost everywhere.	It can be boring because we can't watch films or sports programmes.									
It makes our life easier										

<p>and enjoyable. It also releases stress.</p> <p>....</p>	
<p>Newspapers</p>	
<p>It provides news and current affairs updatedly.</p> <p>It's very mobile because we can bring them along everywhere we go.</p> <p>It's cheap. A Vietnamese daily newspaper costs only approximately 2000 VND.</p> <p>....</p>	<p>It's less updated than other kinds of media as there is no more information until the next edition.</p> <p>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.</p> <p>It may not be available everywhere due to bad condition of transportation</p>
<p>The Internet</p>	
<p>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.</p> <p>It is great tool of entertainment. We can play games and listen to music online with great pleasure.</p> <p>It is a very good way to study. We can register for</p>	<p>It makes us confused when there is too much information. Thus, it is difficult to find the necessary information.</p> <p>It may bring bad effects on children as it contain "unhealthy" websites such as sex or violence.</p> <p>It damages our health due to prolonged and inappropriate use.</p>

	online courses and study with the help of modern aids such as speakers, keyboard,...	
15'	<p style="text-align: center;">FURTHER PRACTICE</p> <p>Ask Ss to write a paragraph about the advantages and disadvantages of one of the mass media discussed in Task 2.</p> <p>Let Ss work independently and write under time pressure.</p> <p>Introduce peer correction if time allowed.</p> <p>Pick up some writings to correct in front of the class as a whole.</p> <p>Give suggested writing:</p> <p><i>Updated information, convenience and stress relief are three major advantages that radio brings us. Firstly, radio keeps us updated with latest information. The news which is broadcast live hourly helps us understand current events around the world. Secondly, unlike other types of the mass media, radio is easy to use. We can listen to the radio almost everywhere with little cost and great convenience. Lastly, radio helps us to release the stress that we suffer from work and study. Music and entertainment programmes on the radio are effective ways to make us feel happy and refreshed after a hard working day. In conclusion, radio has a lot of advantages that make our life easier and more enjoyable.</i></p>	Individual work
	WRAPPING	

5'	Summarise the main points. Assign homework.	Whole class
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Supplements

Exercise

Which sections of a newspaper will you look in if you want to find out about the following?

- a. *the football results*
- b. *a new job*
- c. *what is on at the theatre tonight*
- d. *where to invest your money*
- e. *the temperature in Hanoi*
- f. *what happened in the South of the country*
- g. *what a newly published book is like*

News and feature	
Page	Sections
2	Home news
3	Business and money news
5	Sports news
17	Weather forecast
9	Book reviews
18	TV and entertainment guide
6	Employment

Answers:

- a. 5 b. 6 c. 18
d. 3 e. 17 f. 2 g. 9

PERIOD 5 (Language focus)

I. Aim

Distinguishing the sounds /eɪ/, /aɪ/ and /ɔɪ/

Reviewing the present perfect and using *because of* and *in spite of* appropriately

II. Objectives

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

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

III. Materials

Textbook, whiteboard markers,...

IV. Anticipated problems

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

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
5'	<p style="text-align: center;">WARM-UP</p> <p>Categorising</p> <p>Give out 10 to 15 words.</p> <p>Ask Ss to work in pairs or groups and decide which words go with <i>since</i> or <i>for</i>.</p> <p>Suggested words:</p> <p><i>1990, three months, two weeks,...</i></p>	Group work

5'	<p style="text-align: center;">PRONUNCIATION</p> <p style="text-align: center;">PRESENTATION 1</p> <p>Demonstrate the sounds /eɪ/, /aɪ/ and /ɔɪ/ by pronouncing them clearly and slowly. Help Ss to distinguish these two sounds. Instruct the way to pronounce: /eɪ/ has two sounds: e and ɪ First make the sound e. Now make it longer eee. Then add ɪ. This is very short eeeɪ /aɪ/ has two sounds: a and ɪ First practice the sound a. This is a long sound and then add ɪ. This is very short. aaaɪ /ɔɪ/ has two sounds: ɔ and ɪ First practice the sound ɔ. Now make it longer ɔɔɔ. Then add ɪ. This is very short. ɔɔɔɪ</p>	Whole class
5'	<p style="text-align: center;">PRACTICE 1</p> <p>Play the tape and ask them to repeat. Call on some Ss to repeat the sounds clearly in front of the class. Ask Ss to work in pairs and practice the sentences. Introduce peer correction. Go around the class and provide help if necessary.</p>	Pair work
5'	<p style="text-align: center;">GRAMMAR AND VOCABULARY</p> <p style="text-align: center;">PRESENTATION 2</p> <p>Review the form and the use of the present perfect tense.</p>	Whole class

	<p><i>Note:</i> Ss have been familiar with the present perfect so ask Ss to present the form and the use of this tense. If Ss have difficulty, let Ss answer questions about this tense.</p>	
7'	<p style="text-align: center;">PRACTICE 2</p> <p>Ask Ss to do exercise 1 independently: Complete the letter, using the present perfect of the verbs in the box.</p> <p>Have Ss compare their answers with a friend.</p> <p>Call on some Ss to read the letter in front of the class.</p> <p>Feedback and give correct answers:</p> <p><i>Dear Tom,</i></p> <p><i>Here I am in New York! I (1) have been here for two weeks now and it's very exciting.</i></p> <p><i>My friend, Nancy (I met her in London in 1992) (2) has lived in New York for seven years, so she knows all about it. I (3) have met a lot of people and I (4) have done all the things that tourists usually do. I (5) have had a hot lunch in China town. I (6) have taken a trip to the Statue of Liberty.</i></p> <p><i>I even (7) have watched a ball game on T.V!</i></p> <p><i>Back on the 19th</i></p> <p><i>See you later,</i></p> <p><i>Bob</i></p>	Individual work
7'	<p style="text-align: center;">PRACTICE 3</p> <p>Ask Ss to do exercise 2 in pairs: Complete the sentences using <i>for</i>, <i>since</i> or <i>ago</i>.</p> <p><i>Note:</i> This is probably an easy exercise so let Ss do it orally.</p> <p>Call on some Ss to read and explain their answers in front of the class.</p>	Individual work

	<p>Give correct answers:</p> <ol style="list-style-type: none"> 1. <i>Lan and Minh have lived in Ho Chi Minh City since 1999</i> 2. <i>Hoa and Quan quarreled with each other some time ago.</i> 3. <i>The house is very dirty. We haven't cleaned it for ages.</i> 4. <i>We haven't had a good meal for three weeks.</i> 5. <i>Since Christmas, the weather has been quite good.</i> 6. <i>They have known each other for a long time.</i> 7. <i>They first met a long time ago.</i> 8. <i>They arrived home ten minutes ago.</i> 9. <i>It's two years since I last saw Quoc Anh.</i> 10. <i>How long is it since you last saw Linda?</i> 	
3'	<p style="text-align: center;">PRESENTATION 3</p> <p>Explain the use and the difference of <i>because of</i> and <i>in spite of</i></p> <p><i>Because of</i> shows the cause.</p> <p><i>In spite of</i> shows the confession.</p> <p>Make sure Ss understand the difference between <i>because of</i> and <i>in spite of</i>.</p>	Whole class
8'	<p style="text-align: center;">PRACTICE 4</p> <p>Have Ss do exercise 3: Complete the sentences, using the information in the box.</p> <p>Ask Ss to compare 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> <p>Make necessary corrections.</p>	Individual work

	<p>Feedback and give correct answers:</p> <ol style="list-style-type: none"> 1. <i>Because of the cold weather, we kept the fire burning all day.</i> <i>In spite of the cold weather, we all wore shorts.</i> 2. <i>Because of his illness, he had to cancel the appointment.</i> <i>In spite of his illness, he managed to come to school.</i> 3. <i>Because of the large crowds, we could not see what was going on.</i> <i>In spite of the large crowds, there were enough seats for everyone.</i> 4. <i>Because the meat shortage, everyone is living on beans.</i> <i>In spite of the meat shortage, we have managed to get some beef.</i> 5. <i>Because of the bad condition of the house, the council demolished it.</i> <i>In spite of the bad condition of the house, they enjoyed living there.</i> 	
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UNIT 8

THE STORY OF MY VILLAGE

PERIOD 1 (Reading)

I. Aim

Reading about the changes in the country life

II. Objectives

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

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

III. Materials

Textbook, whiteboard markers,...

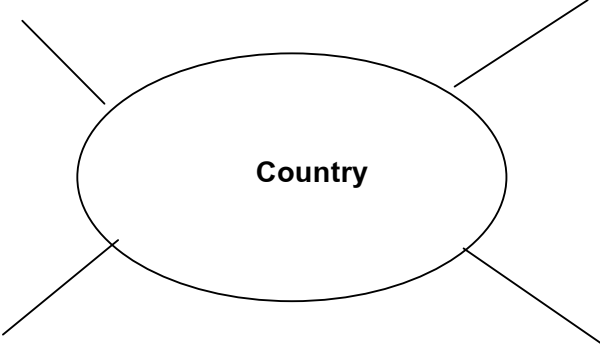
Pictures about country life

IV. Anticipated problems

Ss may lack of vocabulary about country life.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	WARM-UP Networks Ask Ss to work in groups of three or four and make a list of words related to the country.	Group work

	<p>The group with the longest list will be the winner.</p> 	
10'	<p style="text-align: center;">BEFORE YOU READ</p> <p>Picture description</p> <p>Have Ss work in pairs and discuss the questions in the book.</p> <p>Call on some Ss to read their answers aloud in front of the class.</p> <p>Feedback and give suggested answers:</p> <ol style="list-style-type: none"> 1. <i>The farmers are harvesting the crop.</i> 2. <i>They are working very hard.</i> 3. <i>It's a good/bumper crop.</i> 4. <i>Good farming methods, good varieties, modern technology used, people work hard...</i> <p><i>Note: T may ask other questions to make full use of the picture. Some simpler questions may be used:</i></p> <p><i>What do you see in the picture?</i></p> <p><i>Who are they?</i></p> <p><i>What are they using?</i></p> <p>...</p> <p>Vocabulary pre-teach</p> <p>straw (n): <i>dry cut stalks of various cereals</i> (rom)</p>	Pair work

	<p>mud (n): <i>wet, soft soil</i> (bùn)</p> <p>technical high school (n): trường trung học kỹ thuật dạy nghề</p> <p>farming methods (n) : phương pháp canh tác</p> <p>brick houses (n): <i>houses made of bricks</i> (nhà ngói)</p> <p>thanks to (prep): <i>owing to, because of</i> (nhờ có)</p> <p>Checking technique</p> <p><i>Rub out and remember</i></p> <p>Write all the new words and their meanings on the board.</p> <p>Rub out all the words in English and keep their Vietnamese meanings.</p> <p>When all the words are rubbed, ask Ss to look at the Vietnamese meanings and recall all the English words.</p>	
6'	<p style="text-align: center;">WHILE YOU READ</p> <p>Set the scene</p> <p><i>You are going to read a passage about life changes in the country. You read it and do the following tasks</i></p> <p>Task 1 - Vocabulary Matching</p> <p>Ask Ss to read the passage and match the words which all appear in the passage in A with their definitions in B.</p> <p>Encourage Ss to guess the meaning of the words in the context.</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>Make necessary corrections.</p> <p>Give correct answers:</p> <p style="padding-left: 40px;"><i>1. b (have just enough money to pay for the things that you need)</i></p>	Individual work

6'	<p>2. <i>d (having to have many things that you do not have)</i></p> <p>3. <i>a (making one's life better)</i></p> <p>4. <i>e (good crops)</i></p> <p>5. <i>c (crops to be sold, not for use by the people who grow it)</i></p> <p>Give Vietnamese equivalents if necessary:</p> <ol style="list-style-type: none"> kiếm tiền đủ sống thiếu thốn nhiều thứ cải thiện cuộc sống vụ mùa bội thu cây trồng để bán và thu lợi nhuận <p>Task 2 - Table Completion</p> <p>Ask Ss to scan the passage to get specific information to complete the table.</p> <p>Let Ss study the table carefully before doing the task.</p> <p>Go around the class and provide help when necessary.</p> <p>Tell Ss to discuss the answers with a friend.</p> <p>Check the answers in front of the class as a whole</p> <p>Give correct answers:</p> <table border="1" data-bbox="440 1073 1105 1526"> <thead> <tr> <th>Areas of change</th> <th>Before</th> <th>Now</th> </tr> </thead> <tbody> <tr> <td>houses</td> <td><i>made of straw and mud</i></td> <td><i>made of bricks</i></td> </tr> <tr> <td>radio and TV</td> <td><i>few families had a radio or a TV set</i></td> <td><i>many families have a radio or a TV set</i></td> </tr> <tr> <td>farming methods</td> <td><i>old</i></td> <td><i>new</i></td> </tr> <tr> <td>crops</td> <td><i>poor</i></td> <td><i>good/bumper</i></td> </tr> <tr> <td>travel</td> <td></td> <td><i>by motorbike</i></td> </tr> </tbody> </table>	Areas of change	Before	Now	houses	<i>made of straw and mud</i>	<i>made of bricks</i>	radio and TV	<i>few families had a radio or a TV set</i>	<i>many families have a radio or a TV set</i>	farming methods	<i>old</i>	<i>new</i>	crops	<i>poor</i>	<i>good/bumper</i>	travel		<i>by motorbike</i>	Individual work
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6'	<p>Task 3 - Answering Questions</p> <p>Ask Ss to work in pairs: Read the passage again and answer the questions in Task 3.</p> <p>Tell Ss to underline the information that support the answers.</p> <p>Have Ss compare their answers with another pair.</p> <p>Call on some Ss to read their answers aloud in front of the class.</p> <p>Give feedback and correct answers:</p> <ol style="list-style-type: none"> 1. <i>It was poor and simple.</i> 2. <i>Because they hope that with an education of science and technology their children could find a way of bettering their lives.</i> 3. <i>They introduced new farming methods which resulted in bumper crops. They also helped grow cash crops for export.</i> 4. <i>He said their lives had changed a lot thanks to the knowledge their children had brought home.</i> 5. <i>He told his grandchildren: "Study harder so that you can do more for the village than your parents did."</i> 	Pair work
7'	<p style="text-align: center;">AFTER YOU READ</p> <p>Ask Ss to work in groups and discuss the question: <i>How can people with an education help make the life of their community better?</i></p> <p>Clarify some terms like: <i>People with an education</i> refers to people with a university study</p> <p>Tell Ss to look back to the passage to get the ideas for the questions.</p> <p>Go to groups and provide help when necessary.</p> <p>Give suggested answers:</p>	Group work

	<p><i>Introduce new farming methods</i></p> <p><i>Grow cash crops for export</i></p> <p><i>Help local people apply modern technology in farming</i></p> <p><i>Help community especially young people access to ways of entertainment</i></p> <p><i>Raise people's awareness about food safety and environmental hygiene.</i></p> <p>...</p>	
3'	WRAPPING	Whole class
	<p>Summarise the main points.</p> <p>Assign homework.</p>	

Supplements

Exercise

Put the words in the box under appropriate heading.

fields *factories* *fences* *parking lots* *hills*
libraries *tractors* *suburbs* *farmhouses* *paths*
traffic *town hall* *shopping malls* *rivers*
pollution *valleys* *nightlife* *woods*

Town	Country	Town and countries
....		

Answers:

Town	Country	Town and countries
<i>traffic</i>	<i>fields</i>	<i>libraries</i>
<i>pollution</i>	<i>tractors</i>	<i>fences</i>
<i>factories</i>	<i>valleys</i>	<i>parking lots</i>
<i>town hall</i>	<i>farmhouses</i>	<i>rivers</i>
<i>suburbs</i>	<i>woods</i>	
<i>shopping malls</i>	<i>hills</i>	
<i>nightlife</i>	<i>paths</i>	

PERIOD 2 (Speaking)

I. Aim

Talking about plans and results

II. Objectives

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

III. Materials

Textbook, whiteboard markers,...

IV. Anticipated problems

Ss may find it difficult to find ideas to discuss by themselves.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<p style="text-align: center;">WARM-UP</p> <p>Brainstorming Tell Ss close the book. Ask Ss to work in small groups and make a list of the ideas that can be carried out to improve the village life. Encourage Ss to have ideas of their own. Ss may share ideas in Vietnamese and ask T later for English equivalences. Gather ideas and lead in the Presentation.</p>	Group work
10'	<p style="text-align: center;">PRESENTATION</p> <p>Ask Ss to open the book and look at the situation in Task 1:</p>	Pair work

	<p><i>The villagers of Ha Xuyen are discussing plans to improve life in the village. Match the plans with possible results.</i></p> <p>Explain some possible new words: resurface (v): <i>put new surface on, renew</i> canal (n): <i>man-made waterway for irrigation</i> muddy (a): <i>full of mud</i></p> <p>Have Ss do the task in pairs. Tell Ss to give explanation for their answers.</p> <p>Call on some Ss to read the answers aloud in front of the class.</p> <p>Check the answers in front of the class as a whole.</p> <p>Give correct answers:</p> <table border="0" style="width: 100%; text-align: center;"> <tr> <td><i>1. b</i></td> <td><i>2. g</i></td> <td><i>3. d</i></td> </tr> <tr> <td><i>4. e</i></td> <td><i>5. f</i></td> <td><i>6. c</i></td> </tr> </table>	<i>1. b</i>	<i>2. g</i>	<i>3. d</i>	<i>4. e</i>	<i>5. f</i>	<i>6. c</i>	
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10'	<p style="text-align: center;">PRACTICE</p> <p>Ask Ss to work in groups of three: Read and practice the conversation.</p> <p>Call on some groups to practice the conversation in front of the class.</p> <p>Briefly explain <i>Conditional sentence type 1</i>: <u>If S + do (present tense)</u>, <u>S + will /can/may/might + do.</u> If clause Main clause </p> <p>E.g: <i>If the roads are widened, cars and lorries can get to our village.</i></p> <p>If time allowed, ask Ss to make more sentences with Conditional sentence type 1.</p>	Group work						

15'	<p style="text-align: center;">FURTHER PRACTICE</p> <p>Controlled discussion</p> <p>Keep Ss in groups and continue the conversation, using the ideas in the table in Task 1.</p> <p>Go around the class and provide help when necessary.</p> <p><i>Note:</i> Ss may add their own ideas in the conversation.</p> <p>Call on some groups to act out the conversation in front of the class.</p> <p>Comment and have necessary corrections.</p> <p>Give suggested answers:</p> <p><i>A: I think we should build a football ground, too.</i></p> <p><i>B: I completely agree with you. If a football ground is built, young people can play sports to improve their health.</i></p> <p><i>C: A football ground is also a place where people can meet and exchange ideas.</i></p> <p><i>A: What about a medical centre? I think it's necessary to build a medical centre.</i></p> <p><i>B: That's a good idea. If a medical centre is built, people's health will be looked after better.</i></p> <p><i>C: Yes. And if we get sick, we won't have to go to district and provincial hospital for treatment.</i></p> <p>...</p>	Group work
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarise the main points.</p> <p>Assign homework.</p>	Whole class

Supplements

Exercise

Fill the blank with the most suitable word to complete the following sentences.

1. *If the roads are , cars and lorries can get to our village easily.*
2. *A new football. will be built here in the near future.*
3. *Nowadays, more and more farmers learn how to grow. crop because it provides huge financial benefits.*
4. *If you are sick, you can go to the nearest. centre.*

Answers:

- | | |
|-------------------|-------------------|
| 1. <i>widened</i> | 2. <i>ground</i> |
| 3. <i>cash</i> | 4. <i>medical</i> |

PERIOD 3 (Listening)

I. Aim

Listening for information about the changes of a small town in England

II. Objectives

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

- compare the past and the present of a town.
- improve listening skill through True or False and Gap-filling exercises.

III. Materials

Textbook, whiteboard markers, cassette,...

IV. Anticipated problems

Ss may have difficulty in distinguishing the information regarding the past or present.

V. Procedure

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>																
10'	<p style="text-align: center;">WARM-UP</p> <p>Find someone who</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Did you use to...?</th> <th style="width: 30%;">Name</th> </tr> </thead> <tbody> <tr> <td><i>have a favourite toy when you were a child?</i></td> <td></td> </tr> <tr> <td><i>have a nickname?</i></td> <td></td> </tr> <tr> <td><i>have a pet?</i></td> <td></td> </tr> <tr> <td><i>cry at night when you were a child?</i></td> <td></td> </tr> <tr> <td><i>hate school?</i></td> <td></td> </tr> <tr> <td><i>play hide-and-seek?</i></td> <td></td> </tr> <tr> <td>....</td> <td></td> </tr> </tbody> </table>	Did you use to...?	Name	<i>have a favourite toy when you were a child?</i>		<i>have a nickname?</i>		<i>have a pet?</i>		<i>cry at night when you were a child?</i>		<i>hate school?</i>		<i>play hide-and-seek?</i>			Group work
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....																		
7'	<p style="text-align: center;">BEFORE YOU LISTEN</p> <p>Ask Ss to work in pairs: Look at the pictures of the same town in the book and discuss the differences between them. Follow the example.</p> <p>Tell Ss to study the pictures carefully and find as many differences as possible.</p> <p>Call on some Ss to share their findings in front of the class.</p> <p>Give suggested answers:</p> <p><i>In the past, there used to be no cars in the town, but now there is a big car park with a lot of cars inside.</i></p> <p><i>In the past, the roads used to be small, but now they are bigger and wider.</i></p> <p><i>In the past, the buffalos used to walk on the roads, but now there aren't any buffalos on the roads.</i></p>	Pair work																

	<p><i>In the past, the roads used to be dirty, but now they are very clean.</i></p> <p>...</p>	
10'	<p style="text-align: center;">WHILE YOU LISTEN</p> <p>Set the scene</p> <p><i>You will hear someone talking about the changes in his hometown. Listen to the talk and do the tasks that follow.</i></p> <p>Task 1 - True or False</p> <p>Ask Ss to listen to the tape and decide if the statements are true or false according to the talk.</p> <p>Play the tape several times if necessary.</p> <p>Have Ss compare their answers with a friend and correct the false ones.</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>F. (It's on the south coast of England.)</i> 2. <i>F. (It used to be a small quiet town.)</i> 3. <i>T</i> 4. <i>F. (A lot of trees have been cut down for wider streets.)</i> 5. <i>F. (Some people don't like the changes, they miss the quiet and peaceful life of the old town.)</i> 	Individual work
10'	<p>Task 2 - Gap-filling</p> <p>Tell Ss to read a part of the talk carefully and have a guess of the missing words.</p> <p>Ask Ss to listen to the tape again and fill the gaps with the words they hear.</p> <p>Play the tape more than once if necessary.</p>	Individual work

	<p>Ask Ss to write the exact and grammatically correct words.</p> <p>Call on some Ss to explain their answers in front of the class.</p> <p>Make necessary corrections.</p> <p>Feedback and give correct answers:</p> <p>1. <i>houses</i> 2. <i>hotel</i> 3. <i>widened</i> 4. <i>cut</i> 5. <i>car</i> 6. <i>shop</i> 7. <i>department</i> 8. <i>expensive</i></p> <p>Tapescript</p> <p><i>Popffero used to be a small quiet town on the south coast of England. But it has become a crowded and busy tourist resort now. They've completely destroyed its old atmosphere. The small old houses have been pulled down, and tall buildings have been put there instead. They've also built a big hotel in the middle of the town. The narrow streets have been widened and resurfaced, so the big trees on the two sides of the streets have been cut down. The large area of grass land in the suburbs of the town has been turned into an ugly car park. Even the old corner shop isn't there anymore. It has been replaced by a big department store. And there is an expensive restaurant where there used to be an old tea shop. Many people in Popffero are happy with the changes as there are more jobs for them. But some people don't like the changes: they miss the quiet and peaceful life of the old town.</i></p>	
5'	<p style="text-align: center;">AFTER YOU LISTEN</p> <p>Ask Ss to work in pairs or groups: Discuss the changes in your own hometown or home village.</p>	Pair work

	<p><i>Note:</i> If Ss find it difficult when talking about hometown or home village, they may discuss the changes in their neighbourhood.</p> <p>Go around the class and provide help when necessary.</p> <p>Notice Ss to use the present perfect and <i>used to</i> to show the changes.</p> <p>Call on some Ss to give short talks about the changes in their hometown in front of the class.</p> <p>Have comments on Ss' performance and have final thoughts on the topic.</p>	
3'	<p>WRAPPING</p> <p>Summarise the main points.</p> <p>Assign homework.</p>	Whole class

Supplements

Group Discussion

Have you changed in the last five years? Ask and answer the following questions.

1. What hobbies did you have five years ago? What hobbies do you have now?

I used to

Now

2. What kind of music did you use to like then? Who were your favourite singers? What kind of music do you like now?

I used to

Now

3. What kind of clothes did you use to like to wear? What kind of clothes do you like to wear now?

I used to

Now

PERIOD 4 (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.

III. Materials

Textbook, whiteboard markers,...

Photocopy of the A0-sized map

IV. Anticipated problems

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

V. Procedure

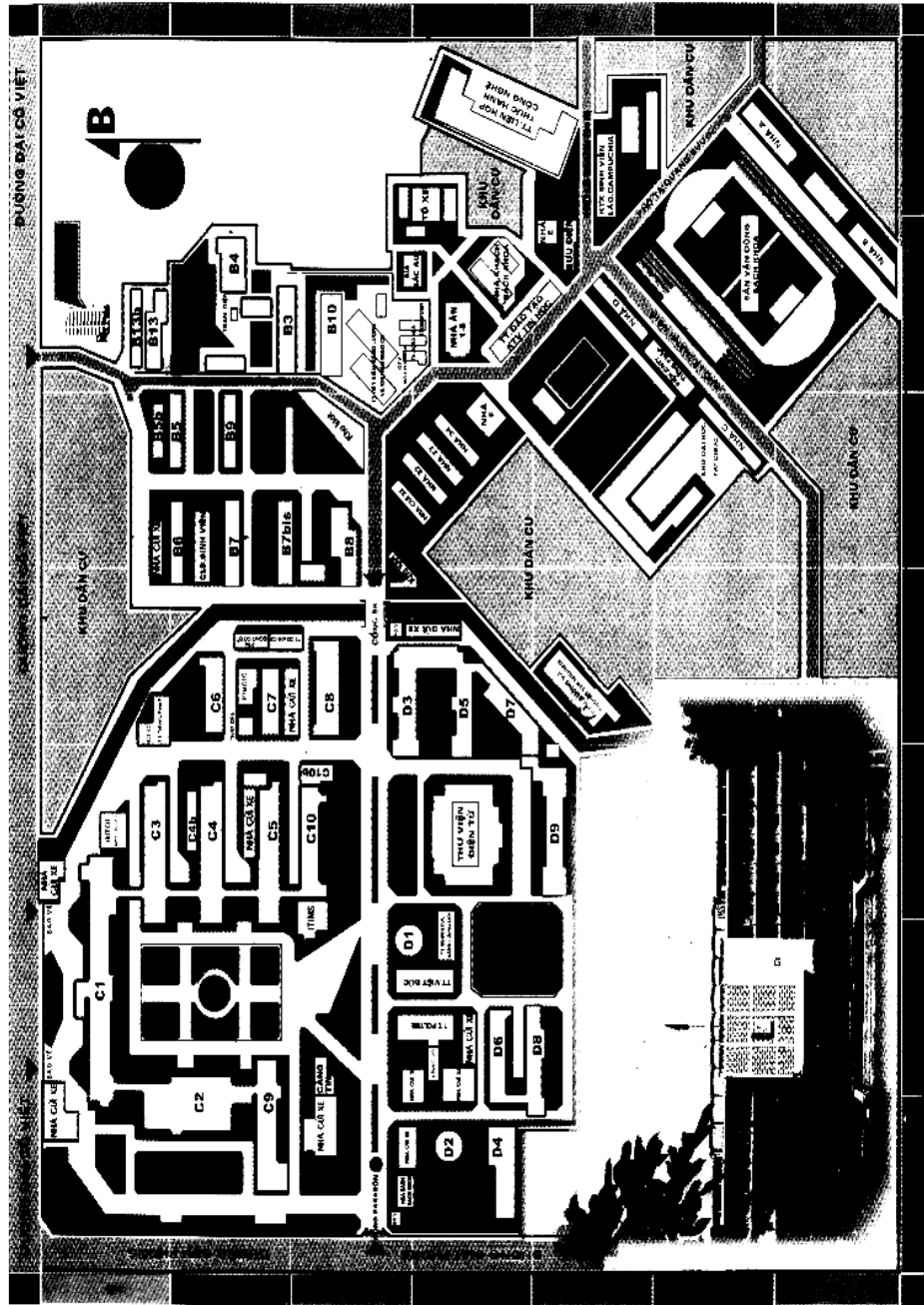
<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<p style="text-align: center;">WARM-UP</p> <p>Follow directions Call on some Ss to go the board and follow T's directions. Ss who do not follow the directions correctly will be the loser.</p> <p><i>Note:</i> This activity can be interesting when Ss are required to follow directions like <i>turn right, turn left, go ahead, go past the door...</i></p>	Whole class
10'	<p style="text-align: center;">PRESENTATION</p> <p>Set the scene <i>Jim has decided to come to Ann's place for his holiday. Ann writes him a letter giving directions to</i></p>	Pair work

	<p><i>her house. Now let's work in pairs, read the letter and study the map carefully to find Ann's house on the map.</i></p> <p>Have Ss work in pairs and do the task.</p> <p><i>Note:</i> Ss may draw the directions on the map while discussing.</p> <p>Hang the map on the board and ask Ss to draw the directions on the big map.</p> <p>Explain and check in front of the class as a whole.</p> <p>Keep Ss in pairs. Ask them to read the letter again and underline the words and phrases Ss can use to give directions. Follow the example in the book.</p> <p>Gather the phrases and write them on the board:</p> <p><i>Come out of</i></p> <p><i>Turn right</i></p> <p><i>Keep walking</i></p> <p><i>Go over</i></p> <p><i>Walk past</i></p> <p><i>Take the first /second turning on the left/right</i></p> <p><i>It's the one with...</i></p>	
15'	<p style="text-align: center;">PRACTICE</p> <p>Explain the task:</p> <p><i>Your house is A on the map. Write a letter to Jim, telling him the way to your house from Roston Railway Station.</i></p> <p>Ask Ss to write the letter independently and go around the class, provide help when necessary</p> <p>Have Ss compare their writing with a friend.</p> <p>Introduce peer correction.</p>	Individual work

	<p>Pick up some writings and correct in front of the class.</p> <p>Feedback and give suggested answers:</p> <p><i>Dear Jim,</i></p> <p><i>I'm very happy to hear that you will come here for the summer holiday. I'm writing to tell you how to get to my house from the Roston Railway Station.</i></p> <p><i>Now when you come out of the station, turn right. Keep walking for about 5 minutes, you will see a small bridge ahead. Go over the bridge, go along the street past the medical centre and the car park then take the second turning on the left. Walk past the Souvenir shop and you will see my house. It's on the right, next to the shop. You can't miss it. I enclose the map so that you can follow my directions easily.</i></p> <p><i>Looking forward to seeing you soon.</i></p> <p><i>Love,</i></p>	
10'	<p style="text-align: center;">FURTHER PRACTICE</p> <p>Give out the prepared map of a city / a university... (See Supplements for the sample map.)</p> <p>Have Ss ask and answer the directions to some certain places on the map.</p> <p>Go around the class and provide help when necessary.</p> <p>Make necessary corrections.</p>	Group work
3'	<p style="text-align: center;">WRAPPING</p> <p>Summarise the main points.</p> <p>Assign homework.</p>	Whole class

Supplements

Sample map of a University



PERIOD 5 (Language focus)

I. Aim

Distinguishing the sounds /aʊ/ and /əʊ/

Reviewing reported speech and conditional sentence type 1

II. Objectives

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

- pronounce the sounds /aʊ/ and /əʊ/ clearly and correctly.
- transform direct speech into reported speech following correct rules.
- say the difference between *when* and *if* in conditional sentence type 1 and do related exercises.

III. Materials

Textbook, whiteboard markers,...

IV. Anticipated problems

Ss may confuse the use of *when* and *if* in conditional sentence type 1.

V. Procedure

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

	<p>Eg:</p> <p>Student 1: <i>"I study at Kim Lien High School."</i></p> <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;">PRONUNCIATION</p> <p style="text-align: center;">PRESENTATION 1</p> <p>Demonstrate the sounds /aʊ/ and /əʊ/ by pronouncing them clearly and slowly.</p> <p>Help Ss to distinguish these two sounds.</p> <p>Instruct the way to pronounce:</p> <p>/aʊ/ has two sounds /a/ and /u/ First practice the sound /a/ and then add u. This is very short. aaau</p> <p>/əʊ/ has two sounds /ə/ and /u/ First pronounce the sound /ə/. And now make it longer: əəə</p> <p>Then add u. This is very short əəəu</p>	Whole class
5'	<p style="text-align: center;">PRACTICE 1</p> <p>Play the tape and ask them to repeat.</p> <p>Call on some Ss to repeat the sounds clearly to class.</p> <p>Ask Ss to work in pairs and practice the sentences.</p> <p>Introduce peer correction.</p> <p>Go around the class and provide help if necessary.</p>	Pair work

7'

**GRAMMAR AND VOCABULARY
PRESENTATION 2**

Whole class

Reported speech: Statement

Present the notes/rules in reported statements:

1. If the reporting verb is in the past tense (e.g, said, told), it is usual for the verb in the reported clause to move “one tense back”.

Present ———→ past

Present perfect ———→ past perfect

Past ———→ past perfect

“I’m going” ———→ he said he was going.

2. If the reporting verb is in the present tense (e.g says, asks), there is no tense change.

The train will be late--- > He says the train will be late.

3. The one tense back rule also applies to reported thoughts and feelings.

I thought she was married, but she isn’t.

4. Typical pronoun, time, place and modal verb changes

4.1 Pronoun changes

Direct speech	Reported speech
<i>I</i>	<i>he/she</i>
<i>we</i>	<i>they</i>
<i>mine</i>	<i>his/hers</i>
<i>me/you</i>	<i>him/her</i>
<i>us</i>	<i>them</i>
<i>ours</i>	<i>theirs</i>
<i>my</i>	<i>His/her</i>
<i>our</i>	<i>their</i>
<i>myself</i>	<i>himself/herself</i>

4.2 Time and place changes

	Direct speech	Reported speech
Time	<i>now</i>	<i>then</i>
	<i>two days ago</i>	<i>two days before</i>
	<i>Today</i>	<i>that day</i>
	<i>Tonight</i>	<i>that night</i>
	<i>Tomorrow</i>	<i>the next/following day</i>
	<i>Yesterday</i>	<i>the night before</i>
	<i>last night</i>	<i>the night before</i>
Place	<i>Here</i>	<i>there</i>
	<i>this place</i>	<i>that place</i>
	<i>these places</i>	<i>those places</i>

4.3 Modal verb changes

Direct speech	Reported speech
<i>can</i>	<i>could</i>
<i>will</i>	<i>would</i>
<i>may</i>	<i>might</i>

Note: Other modal verbs don't change.

Direct speech	Reported speech
<i>should</i>	<i>should</i>
<i>might</i>	<i>might</i>
<i>must</i>	<i>must (Must can change to had to)</i>

	<p>5. In formal situations, we can use that after the reporting verb.</p> <p><i>He told me (that) he would be home late.</i></p> <p>6. There are more than one reporting verb. We can use many other reporting verbs beside <i>say</i> and <i>tell</i>, for example, <i>think, announce, explain, interrupt, demand, insist, admit, complain, warn.</i></p>	
5'	<p style="text-align: center;">PRACTICE 2</p> <p>Ask Ss to do exercise 1: Report the statements using the verbs suggested.</p> <p>Have them compare the answers with a friend.</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>An old man said their lives had changed a lot thanks to the knowledge their children had brought home.</i> 2. <i>She said she was going to HCM City soon.</i> 3. <i>I thought the film would be interesting.</i> 4. <i>She said she couldn't help me/you/him/her... because she had too much to do.</i> 5. <i>Rick told me that Anne had written Jim a letter.</i> 6. <i>He told me it took him three hours to get there because the roads were muddy and slippery.</i> 7. <i>She said she thought it was a crazy idea and it wouldn't work.</i> 8. <i>He announced that breakfast was served between 7:00 and 9:00</i> 	Individual work
3'	<p style="text-align: center;">PRESENTATION 3</p> <p>Make clear the difference between say, tell and talk:</p>	Whole class

	<p><i>Say (without object) + clause</i></p> <p><i>Tell (with object)+ clause</i></p> <p><i>Talk (to smb) about smt.</i></p> <p>Demonstrate the verb use by giving examples.</p> <p>Make sure Ss understand the use of these verbs.</p>	
3'	<p style="text-align: center;">PRACTICE 3</p> <p>Ask Ss to do exercise 2: Complete the sentences with <i>say, tell</i> or <i>talk</i>.</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>told</i> 2. <i>said</i> 3. <i>said</i> 4. <i>told</i> 5. <i>talked</i> 	Individual work
2'	<p style="text-align: center;">PRESENTATION 4</p> <p>Conditional sentence type 1</p> <p>Review the form and the use of conditional sentence type 1</p> <p>Make certain that Ss understand the main clause and if clause in the sentence.</p> <p>Demonstrate by analysing the following example:</p> <p style="text-align: center;"> </p> <p style="text-align: center;">If clause main clause</p>	Whole class
5'	<p style="text-align: center;">PRACTICE 4</p> <p>Ask Ss to do exercise 3 in pairs: Look at what Ha Anh hopes will happen in the future. Make sentences, using <i>If.....,..... will.....</i></p> <p><i>Note:</i> The sentences have a logical connection so ask Ss to put the sentences in good order.</p>	Pair work

	<p>Call on some pairs to read their answers aloud in front of the class.</p> <p>Feedback and give correct answers:</p> <p><i>If I don't go out so much, I'll do more homework.</i></p> <p><i>If I do more homework, I'll pass my exam.</i></p> <p><i>If I pass my exam, I'll go to medical college.</i></p> <p><i>If I go to medical college, I'll study medicine.</i></p> <p><i>If I study medicine, I'll become a doctor.</i></p> <p><i>If I become a doctor, I'll be able to cure diseases and help sick people.</i></p>	
2'	<p style="text-align: center;">PRESENTATION 5</p> <p>When-clause refers to “all time”, not just the present or future. They express a situation that is always true. It means <i>whenever</i>.</p> <p>E.g:</p> <p><i>When winter comes, it'll be very cold.</i></p>	Whole class
3'	<p style="text-align: center;">PRACTICE 5</p> <p>Ask Ss to do exercise 4: Put when or if into each gap.</p> <p>Tell Ss to work in pairs and do this exercise orally.</p> <p>Call on some Ss to explain their answers in front of the class.</p> <p>Make necessary comments and give correct answers:</p> <ol style="list-style-type: none"> 1. If there is a good programme on TV tonight, I'll watch it. 2. When I go home tonight, I'll have a bath. 3. My family will go to the beach for our holiday if we have enough money. 4. If it's a nice day tomorrow, we'll go swimming. 5. I'll lend you my book when I finish reading it. 	Pair work

TEST YOURSELF C

Answers to Test yourself C

LISTENING

A

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

B

1. *aren't*
2. *evenings*
3. *cinemas*
4. *theatres*
5. *knows*

Tapescrript

I live in a small village called Henfield – there are about 500 people here. I love it because it's quiet and life is slow and easy. You never have to queue in shops or banks. The village is clean – people look after it and don't throw their rubbish in the streets. The air is also clean because there's not much heavy traffic. It's much more friendly here than in a city. Everyone knows everyone and if someone has a problem, there are always people who can help.

There aren't many things I don't like about Henfield. One thing is that there's not much to do in the evenings – we haven't got any cinemas or theatres. Another problem is that people always talk about each other and everyone knows what everyone is doing. But I still prefer village life to life in a big city.

READING

1. *Because people don't have to go out to watch TV. They don't have to pay for expensive seats at the theatres or in the cinema. And there is no transport to arrange.*
2. *They can see plays, films of every kind, political discussions and football matches.*
3. *Because they need to do nothing. They don't even use their legs and make no choice. Everything is presented to them.*
4. *TV will begin to dominate our lives, and we don't have time to talk to each other and do other things.*

5. *TV, in itself, is neither good nor bad. TV is as good or as bad as we make it.*

New words:

Source of entertainment: nguồn, kênh giải trí

Not to mention: chưa kể đến

Neither...nor...: không.....cũng chẳng

GRAMMAR

1. *I **have been** in London for a month but so far I **haven't had** time to visit the Tower.*
2. *You **haven't given** me quite enough, Sir. The bill is \$20 and you **have paid** me only \$19.*
3. *Ann **said** to me she would leave a message for Peter.*
4. *I was told that it **had taken** the children nearly 2 hours to get to their school because of the flood.*
5. *We **thought** that they **would come** to the party, but they were busy.*
6. *She **told** Lan, "You **have got** my hat. Yours is over there."*

WRITING

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

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

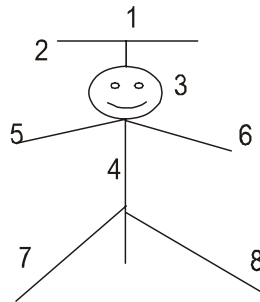
- Kẻ chín ô vuông trên bảng, mỗi ô có chứa một từ (hoặc một hình vẽ). VD:

<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:

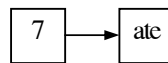
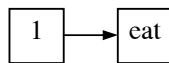
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
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- Trong các số đó có những số may mắn. VD: 2, 5, 3.
- Nếu chọn trúng số may mắn, học sinh được 2 điểm mà không phải làm gì.
- Mỗi số còn lại ứng với một câu hỏi hoặc một yêu cầu, nếu trả lời đúng hoặc làm đúng yêu 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

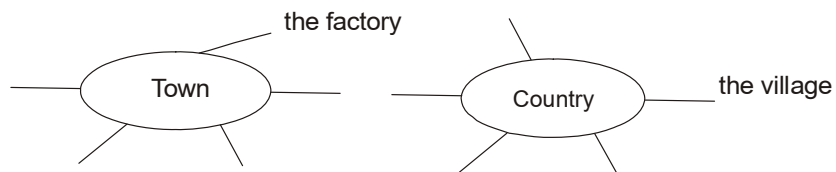
- Giáo viên viết một số từ lên bảng và yêu cầu học sinh viết vào vở.
- Giáo viên đọc một đoạn hoặc cho học sinh nghe băng và yêu cầu đánh số thứ tự (1, 2, 3...) trước các từ nghe được.

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 mạng 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 họa 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 unit 1 đến unit 8

UNIT 1

Ông Vy: Đồng hồ báo thức đổ chuông lúc 4:30. Tôi ngủ dậy và đi xuống bếp đun một ít nước để pha trà sáng. Tôi uống một vài tách trà, ăn sáng nhanh rồi dắt trâu ra đồng. Tôi mất 45 phút để chuẩn bị mọi thứ sẵn sàng. Tôi rời khỏi nhà lúc 5:15 và ra đến đồng lúc 5:30. Tôi cày và bừa mảnh ruộng của tôi và đến 7:45 thì nghỉ giải lao. Trong giờ nghỉ, tôi uống trà cùng với những đồng nghiệp khác và hút một vài điếu thuốc. Tôi tiếp tục làm việc từ 8:45 đến 10:30. Sau đó tôi về nhà nghỉ và ăn trưa cùng gia đình lúc 11:30. Sau bữa trưa, tôi thường có một tiếng đồng hồ nghỉ ngơi.

Bà Tuyết: Vào lúc 2:30 chiều chúng tôi lại ra đồng. Chúng tôi sửa lại bờ ruộng. Sau đó chõng tôi bơm nước vào ruộng trong khi tôi cấy lúa. Chúng tôi làm việc khoảng hai tiếng trước khi nghỉ ngơi. Chúng tôi hoàn thành công việc lúc 6h tối. Chúng tôi ăn tối lúc 7h, sau đó xem TV và đi ngủ lúc 10h đêm. Thỉnh thoảng chúng tôi đi thăm bà con hàng xóm, cùng uống với nhau chén trà. Chúng tôi nói chuyện về công việc, con cái và kế hoạch của chúng tôi cho vụ mùa tới. Mặc dù một ngày làm việc của chúng tôi thật dài nhưng chúng tôi hài lòng với công việc hiện tại. Chúng tôi yêu thích công việc và yêu quý các con của chúng tôi.

UNIT 2

1

Xin chào. Tên tôi là Nguyễn Hồng Phong. Tôi 16 tuổi. Tôi là học sinh trường THPT Chu Văn An. Tôi học lớp 10A với 45 học sinh khác. Tôi học rất nhiều môn như Toán, Vật Lí, Hóa Học, Sinh Học, Văn Học, Lịch Sử, Địa Lí và một số môn

khác nữa. Tôi thích học Tiếng Anh nhất vì nó là ngôn ngữ quốc tế. Tôi không thực sự thích dậy sớm, nhưng tôi vẫn phải dậy vì tôi thường có tiết học lúc 7:15.

2

Xin chào. Tên tôi là Nguyễn Lan Phương. Tôi dạy tiếng Anh ở trường THPT Chu Văn An. Nó là một trong những ngôi trường lớn nhất ở Hà Nội. Dạy học là một công việc khó nhưng tôi yêu thích nó bởi vì tôi thích làm việc với các em nhỏ.

3

Tôi là Nguyễn Hồng Hà. Tôi là bố của em Phong. Chúng tôi sống trong một căn hộ nhỏ trên một cửa hàng ở phố Tây Sơn. Nhà tôi xa trường của Phong nên em thường phải đi học bằng xe đạp. Tôi rất lo lắng về điều này. Em phải đi xe trên đường chật chội và đông đúc đến trường. Có thật nhiều các phương tiện giao thông: xe hơi, xe máy và xe đạp.

UNIT 3

Marie Curie sinh ra ở Warsaw ngày 7 tháng 11 năm 1867. Bà nhận bằng phổ thông ở trường học địa phương và một chút kiến thức khoa học từ cha mình.

Là một sinh viên sáng dạ và chín chắn, Marie nuôi ước mơ theo đuổi sự nghiệp khoa học, điều mà thời bấy giờ phụ nữ không bao giờ dám nghĩ tới. Bà đã phải làm gia sư để dành dụm đủ tiền đi du học, vì vậy việc học tập của bà bị gián đoạn.

Cuối cùng vào năm 1891, với số tiền ít ỏi còn lại, bà đã đến Paris để thực hiện ước mơ của mình ở trường đại học Sorbonne. Mặc dù điều kiện sống rất khó khăn nhưng bà học tập vô cùng chăm chỉ. Bà đã tốt nghiệp ngành Vật lí với tấm bằng loại ưu, sau đó bà tiếp tục học thêm ngành Toán học. Bà gặp Pierre Curie ở trường Vật lí năm 1894 và sau đó một năm họ kết hôn. Kể từ đó, họ đã cùng nhau tiến hành nghiên cứu của mình. Năm 1903, Marie trở thành người phụ nữ đầu tiên nhận bằng tiến sĩ của trường Đại học Sorbonne. Sau cái chết thương tâm của chồng bà - Pierre Curie - năm 1906 bà tiếp quản vị trí mà chồng bà đã đạt ở Sorbonne. Vì vậy bà là người phụ nữ đầu tiên của nước Pháp giữ cương vị hiệu trưởng một trường đại học. Sau đó không lâu, bà được nhận giải Nobel Hóa học cho việc xác định khối lượng nguyên tử ra-đi, tuy nhiên niềm vui thực sự của bà là “làm dịu đi những nỗi đau của con người”. Việc thành lập Viện Nghiên cứu phóng xạ năm 1914 đã giúp mong muốn đầy tính nhân văn của bà trở thành hiện thực.

UNIT 4

GIÁO VIÊN TRONG MỘT LỚP HỌC ĐẶC BIỆT

Giống những giáo viên khác, cô Phạm Thu Thủy rất yêu thích nghề nghiệp giảng dạy của mình. Tuy nhiên, lớp học của cô lại khác những lớp học khác. 25 sinh viên mà cô đang dạy chúng đọc và viết là những học sinh tàn tật. Một số em điếc, một số bị câm và một số khác thì chậm phát triển trí tuệ. Hầu hết các em đều sinh ra trong những gia đình đông con và nghèo, điều này khiến các em không có một chương trình học tập đầy đủ.

Ban đầu, có rất nhiều ý kiến phản đối của cha mẹ các em học sinh tàn tật. Họ cho rằng các em không thể học được bất kỳ điều gì. Trong tuần đầu tiên chỉ có 5 học sinh đến lớp. Tuy nhiên ngày càng nhiều các em học sinh tham gia học tập. Cha mẹ các em cũng nhận thấy rằng cô giáo trẻ đang có những nỗ lực rất lớn để giúp những đứa con đáng thương của họ.

Quan sát lớp học của cô Thủy, chúng ta mới biết công việc của cô tốn thời gian như thế nào. Trong giờ học Toán, cô phải giơ cao cả hai cánh tay và mở rộng lòng bàn tay và đếm từng ngón tay từ 1 đến 10. Sau đó cô lại gập các ngón tay lại từng ngón một. Cô tiếp tục minh họa như vậy cho đến khi học sinh hiểu rằng chúng đang học cách cộng và trừ. Các em học sinh có lí do để tự hào về những nỗ lực của chính bản thân mình. Họ biết rằng một thế giới mới đang mở ra trước mắt họ.

UNIT 5

Máy tính ngày nay trở thành một phần quan trọng trong cuộc sống hàng ngày. Chúng ta đi mua sắm, đi làm và đi tham quan nhiều danh lam thắng cảnh với sự trợ giúp của máy tính. Chúng ta trả các hóa đơn đã được máy tính chuẩn bị sẵn. Chúng ta đọc báo chí trên máy tính. Chúng ta nhận và gửi thư đến hầu hết tất cả các nơi trên thế giới với sự trợ giúp của máy tính. Chúng ta cũng có thể học ngoại ngữ trên máy tính.

Vậy điều gì đã khiến máy tính trở thành một công cụ kì diệu đến như vậy? Mỗi lần bật máy tính lên với phần mềm và phần cứng phù hợp, là nó có thể làm hầu hết mọi thứ mà chúng ta yêu cầu. Nó là một máy tính để chúng ta có thể tính toán nhanh hơn: nó có thể cộng, trừ, nhân, chia với tốc độ của ánh sáng và với độ chính xác hoàn hảo.

Máy tính cũng là một công cụ lưu trữ thông tin điện tử, nó có thể lưu trữ một khối lượng thông tin khổng lồ. Nó là một cái máy đánh chữ điện tử cho phép bạn đánh máy và in bất kì loại tài liệu nào – thư, thư báo, xin phép nghỉ. Máy tính cũng là một thiết bị giao tiếp cá nhân, cho phép bạn tương tác với các máy tính khác và mọi người trên khắp thế giới. Và nếu bạn muốn giải trí, bạn có thể thư giãn bằng cách chơi trò chơi hoặc nghe nhạc trên máy tính.

UNIT 6

Minh thân mến,

Mình viết để kể cho bạn nghe một vài thông tin. Học kỳ một đã sắp kết thúc và trường mình có một vài ngày nghỉ. Nhân dịp này, lớp mình dự định đi thăm một vài hang động gần Hà Nội vì gần đây chúng mình có học về sự hình thành núi đá. Hơn nữa hầu hết chúng mình chưa bao giờ được đi thăm hang động vì vậy mình cho rằng chuyến đi này hứa hẹn sẽ rất thú vị.

Lúc đầu, chúng mình muốn đi thăm Chùa Thầy bởi vì nó chỉ cách Hà Nội hơn 20 km và chúng mình có thể đi trong một ngày.

Tuy nhiên đến hôm nay chúng mình mới biết là những hang động xung quanh Chùa Thầy chỉ mở cửa sau Tết Nguyên Đán. Vì vậy, thay vào đó, chúng mình quyết định đi thăm những hang động xung quanh Chùa Hương. Một đêm lửa trại trong một chuyến đi 2 ngày hẳn sẽ là những kỷ niệm đẹp trong cuộc đời học sinh. Để cho chuyến đi rẻ hơn, chúng mình sẽ tự mang đồ ăn và chung xe buýt với một vài lớp khác.

Hiện giờ trời đã ấm hơn nhiều. Mình tin tưởng rằng chúng mình sẽ được hưởng một tiết trời đẹp với thật nhiều ánh nắng.

Khó khăn duy nhất hiện nay với mình là việc xin phép bố mẹ. Bố mẹ mình có thể không muốn cho mình đi chơi qua đêm xa nhà. Mình sẽ cố gắng thuyết phục họ.

Thế nhé. Cho mình gửi lời thăm hỏi yêu thương nhất tới bố mẹ và chị của bạn.

Bạn

Lan

UNIT 7

VTV1:

- 05:30 Thẻ dực buổi sáng
- 06:30 Dân số và Phát triển
- 07:30 Phim hoạt hình: Cuộc phiêu lưu của chú vịt Donald
- 08:00 Phim truyền hình dài tập: Đường đời
- 09:00 Bản tin
- 09:15 Phim: Khi đàn chim trở về
- 10:15 Hài kịch: Bí mật gia đình
- 11:00 Ca Nhạc
- 12:15 Bản tin 15 phút
- 13:00 Phim: Vẻ đẹp cuộc sống
- 14:20 Truyền hình Quân đội Nhân dân
- 16:15 Phim: Trừng phạt
- 19:00 Thời sự
- 20:00 Bình luận thể thao
- 21:30 Dân ca nhạc cổ
- 23:00 Điểm tin chính
- 23:30 Dự báo thời tiết

VTV2:

- 15:15 Thế giới thiên nhiên hoang dã
- 17:00 Vòng quanh thế giới
- 18:30 Phim tài liệu khoa học
- 19:00 Diễn đàn doanh nghiệp
- 20:00 Học tiếng Anh qua các bài hát

VTV3:

- 07:30 Trò chơi kiến thức trên truyền hình
- 09:15 Kịch: Trái tim bị đánh cắp
- 10:00 Ca nhạc dành cho thiếu nhi
- 11:30 Chân dung cuộc sống
- 12:00 Phim: Ẩn sâu trong thành phố
- 14:30 Kịch: Cuộc đời tôi
- 15:15 Phim Tài liệu: Bản chất của ngôn ngữ
- 16:00 Văn hóa và Giáo dục
- 19:00 Thời sự
- 20:00 Thể thao
- 21:30 Những vị khách của đất nước
- 23:00 Bóng đá: Liverpool gặp West Ham

UNIT 8

Nhiều năm trước đây, làng tôi rất nghèo. Người dân trong làng phải làm việc ngoài đồng từ sáng đến tối mà vẫn không đủ ăn. Cuộc sống của họ đơn giản và họ thường thiếu thốn nhiều thứ. Nhiều người phải sống trong những ngôi nhà tranh làm bằng rơm và bùn, rất ít gia đình có đài hoặc TV. Tuy nhiên, mặc dù cuộc sống có nhiều khó khăn và thiếu thốn song người dân trong làng vẫn cố gắng để có thể cho con mình theo học đại học và cao đẳng. Họ hi vọng với vốn kiến thức về khoa học và công nghệ, con cái của họ sẽ có thể cải thiện cuộc sống của mình.

Những người con của làng đã đáp ứng được mong mỏi của cha mẹ mình. Khi họ tốt nghiệp các trường đại học, trung học dạy nghề, trở về làng họ áp dụng phương pháp canh tác mới tạo nên những vụ mùa bội thu. Họ cũng giúp người dân trong làng trồng những vụ mùa cho xuất khẩu. Cuộc sống của người dân trong làng thay đổi nhanh chóng. Bây giờ, người dân đã sống trong những ngôi nhà ngói. Buổi tối, họ có thể nghe thời sự trên đài hoặc xem TV để giải trí. Đôi khi họ cũng đi ra thị trấn để mua sắm hoặc thăm bạn bè bằng xe máy.

“Cuộc sống của chúng tôi đã thay đổi nhiều nhờ có kiến thức mà con cái của chúng tôi mang về”, một người nông dân lớn tuổi tâm sự “và chúng tôi luôn nói với các cháu của chúng tôi phải học chăm chỉ hơn để có thể làm cho làng được nhiều việc hơn cha mẹ chúng đã làm”

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Thiết kế bài giảng
TIẾNG ANH 10 - TẬP MỘT
CHU QUANG BÌNH (Chủ biên)
NHÀ XUẤT BẢN HÀ NỘI

CHỊU TRÁCH NHIỆM XUẤT BẢN :
NGUYỄN KHẮC OÁNH

Biên tập:
PHẠM QUỐC TUẤN

Vẽ bìa:
TÀO THU HUYỀN

Tranh bìa :
THÁI SƠN – SƠN LÂM

Sửa bìa in:
PHẠM QUỐC TUẤN

In 2000 cuốn, khổ 17 x 24 cm, tại Xí nghiệp in ACS Hải Phòng.
Giấy phép xuất bản số: 254 – 2006/CXB/13i TK – 46/HN.
In xong và nộp lưu chiểu quý III/2006.