

CHU QUANG BÌNH

# THIẾT KẾ BÀI GIẢNG TIẾNG ANH

TRUNG HỌC CƠ SỞ

9

TẬP HAI

NHÀ XUẤT BẢN HÀ NỘI – 2005

**373 – 373(V)**  
**Mã số: \_\_\_\_\_ 02aGV/778/05**  
**HN – 05**

# UNIT 6

## THE ENVIRONMENT

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### Period 1

#### (GETTING STARTED & LISTEN AND READ)

#### I. AIM

Understanding the reading about environmental problems and related words /phrases

#### II. OBJECTIVES

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

- use new words about environmental problems in the correct way.
- read the text for general and specific information through *Matching exercises* and *Answering questions*.

#### III. MATERIALS

Textbook, cassette, whiteboard markers...

Pictures and posters about environment/ environmental problems.

#### IV. ANTICIPATED PROBLEMS

It may be difficult for Ss to learn and use vocabulary about environment.

#### V. PROCEDURE

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	<b>WARM – UP</b> <b>Brainstorming</b> Ss work in group of 3 to 4. Ask Ss to discuss and make a list of people's activities that destroy the environment.	Group work

	<p><i>Note: Ss may use Vietnamese when discussing. T will give English equivalences</i></p> <p><b>Suggested <i>Answers:</i></b></p> <p><i>Throw garbage in the street</i></p> <p><i>Cut down trees</i></p> <p><i>Leave the lights on when unnecessary</i></p> <p>.....</p>	
10'	<p style="text-align: center;"><b>PRESENTATION</b></p> <p><b>Vocabulary pre-teach</b></p> <p><b><i>Environmental problems</i></b></p> <p>Garbage dump (n): <i>place where the garbage is stored.</i></p> <p>Deforestation (n): <i>cutting down the trees in the forest for some purposes such as: farming, timber selling...</i></p> <p>Air pollution (n): <i>the presence of dirty substances in the air that we breathe.</i></p> <p>Dynamite fishing (n): <i>fishing that uses explosive substances.</i></p> <p>Water pollution(n): <i>the presence of harmful materials that damage the water's quality.</i></p> <p>Spaying pesticides (n): <i>The use of chemical substances to kill insects on the farm.</i></p> <p><b>Checking technique</b></p> <p><b><i>Sentence modeling</i></b></p> <p>Ask Ss to make sentences with the words they have learned.</p> <p><i>Note: The sentences should be related to the environment.</i></p>	Whole class
15'	<p style="text-align: center;"><b>PRACTICE</b></p> <p>Ask Ss to match these above environmental problems to the pictures in the textbook.</p>	Individual work and pair work

	<p>Give correct <b>Answers:</b></p> <ul style="list-style-type: none"> <li>a) <i>air pollution</i></li> <li>b) <i>spraying pesticides</i></li> <li>c) <i>garbage dump</i></li> <li>d) <i>water pollution</i></li> <li>e) <i>deforestation</i></li> <li>f) <i>dynamite fishing</i></li> </ul> <p>Tell Ss to listen and read the passage in the book: <i>Mr. Brown is talking to some volunteer conservationists.</i></p> <p>Ask Ss to match the names in column A with the tasks in column B. Then write the full sentences.</p> <p>Call on some Ss to read the full sentences.</p> <p>Give correct <b>Answers:</b></p> <p><b>Group 1</b>     f) <i>walk along the shore.</i></p> <p><b>Group 2</b>     e) <i>check the sand</i></p> <p><b>Group 3</b>     b) <i>check among the rocks</i></p> <p><b>Mr. Jones</b>   a) <i>collect all the bags and take them to the garbage dump.</i></p> <p><b>Mrs. Smith</b>   c) <i>provide a picnic lunch for everyone.</i></p> <p><b>Mr. Brown</b>   d) <i>give out the bags.</i></p> <p>Have Ss read the passage again and answer the questions in b).</p> <p>Ask Ss to compare their answers with a friend.</p> <p>Go around the class and provide necessary corrections.</p>	
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	<p>Give correct <b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. <i>The speaker is Mr. Brown.</i></li> <li>2. <i>The listeners are members of volunteer conservationists.</i></li> <li>3. <i>They are on the beach.</i></li> <li>4. <i>If they work hard, they will make the beach clean and beautiful again soon.</i></li> </ol>	
7'	<p style="text-align: center;"><b>PRODUCTION</b></p> <p>Let Ss work in group of three to four and discuss questions 6 &amp; 7 in the book:  <i>Have you ever done anything similar? If yes, what did you do? Where did you do it?</i>  <i>If the pollution continues, what might happen?</i></p> <p>Call on some Ss to answer the questions aloud in front of the class.</p>	Group work
3'	<p style="text-align: center;"><b>WRAPPING</b></p> <p>Summarize main points.  Assign homework.</p>	Whole class

## VI. SUPPLEMENTS

### *Exercise*

Give the correct form of the words in the brackets.

1. Air (pollute) is a very burning issue.
2. More and more volunteer (conservation) are now actively engaging in the environmental protection campaign.
3. People have (achievement) considerable results in protecting our environment.
4. (Deforest) is one of the main reasons for natural disasters.

### **Answers:**

1. *pollution*
2. *conservationists*
3. *achieved*
4. *Deforestation*

## Period 2 (SPEAK)

### I. AIM

Practicing persuading skill.

### II. OBJECTIVES

By the end of the lesson, Ss will be able to persuade other people by using given expressions: *I think you should...; Why not...? Why don't you...?...*

### III. MATERIALS

Textbook, cassette, whiteboard markers...

### IV. ANTICIPATED PROBLEMS

Ss may have difficulty in supporting their argument.

### V. PROCEDURE

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	<p style="text-align: center;"><b>WARM – UP</b></p> <p><b>Jumbled Words</b></p> <p>Ask Ss work in groups of 3 to 4, put the letters in the right order to make good words.</p> <ol style="list-style-type: none"><li>1. onpitolulo</li><li>2. mpud</li><li>3. ira</li><li>4. sptesecidi</li><li>5. ands</li><li>6. ....</li></ol>	Group work

	<p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. <i>pollution</i></li> <li>2. <i>dump</i></li> <li>3. <i>air</i></li> <li>4. <i>pesticides</i></li> <li>5. <i>sand</i></li> <li>6. ...</li> </ol>	
10'	<p style="text-align: center;"><b>PRESENTATION</b></p> <p><b>Pre – teach Vocabulary</b></p> <p>Wrap (v): <i>cover, fold smt as protection</i></p> <p>Dissolve (v): <i>change something from solid and liquid condition.</i></p> <p>Trash = garbage</p> <p>Garbage bin (n): <i>a box (closed place) for storing garbage.</i></p> <p>Traffic jam (n): <i>a state that vehicles get stuck in the street.</i></p> <p>Exhaust fume (n): <i>gases escaped from motor vehicles as waste products.</i></p> <p><b>Checking technique</b></p> <p><b><i>Rub out and remember</i></b></p> <p>Write all the new words on the board in both English and Vietnamese.</p> <p>Rub out all English words and ask Ss to go to the board, write these words again according to equivalences.</p> <p><i>Note:</i> If there is enough time, ask Ss to make sentences with these words.</p>	Whole class
15'	<p style="text-align: center;"><b>PRACTICE</b></p> <p>Ask Ss to read the persuading expressions and the idea cues given in the textbook carefully. Make sure Ss understand all of the ideas suggested.</p>	Pair work



	<p>Let Ss work in pairs, persuade their partners to do things to protect the environment. Follow the example.</p> <p>Go around and provide help if necessary.</p> <p>Call on some pairs to practice the dialogue</p> <p>Give feedback and suggested <b>Answers:</b></p> <p>1.</p> <p><i>A: I think it would be better if we reuse and recycle bottles and cans.</i></p> <p><i>B: Why? How come?</i></p> <p><i>A: Because reusing and recycling bottles can reduce garbage and save natural resources.</i></p> <p>2.</p> <p><i>A: I think it would be better if we don't throw trash onto water.</i></p> <p><i>B: Why? How come?</i></p> <p><i>A: Because it can keep the water clean. Polluted water can directly do harm to people's health and kill fish.</i></p> <p>3.</p> <p><i>A: I think it would be better if we go to work by bike.</i></p> <p><i>B: Why? How come?</i></p> <p><i>A: Because going to work by bike can save energy and at the same time it can keep the air cleaner.</i></p>	
7'	<p style="text-align: center;"><b>FURTHER PRACTICE</b></p> <p>Ask Ss to work in group and find the answers to the questionnaire:</p> <p>(It would be better if each group takes charge of one question.)</p>	Group work

	<p><i>How can we....</i></p> <ul style="list-style-type: none"> <li>● <i>save paper?</i></li> <li>● <i>use fewer plastic bags?</i></li> <li>● <i>reduce water pollution?</i></li> <li>● <i>prevent littering?</i></li> <li>● <i>reduce air pollution?</i></li> <li>● <i>reduce the amount of garbage we produce?</i></li> </ul> <p>Call on some Ss from groups to present in front of the class.</p> <p>Give feedbacks and suggested <b>Answers:</b></p> <p>Save papers by:</p> <p><i>Recycling and reusing paper</i></p> <p><i>Using tree leaves to wrap food and other things</i></p>	
3'	<b>WRAPPING</b>	
	<p>Summarize main points.</p> <p>Assign homework (See <i>Supplements</i>)</p>	Whole class

## VI. SUPPLEMENTS

### *I. Exercise*

Match the verb in A to the words in B.

- | A        | B               |
|----------|-----------------|
| 1. wrap  | a) public buses |
| 2. throw | b) food         |
| 3. save  | c) trash        |
| 4. use   | d) energy       |

**Answers:**

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

## ***II. Further reading***

### **THE ENVIRONMENT**

#### ***What can you do?***

Here's a list of 20 ideas. All of them can help you to protect our environment

1. Buy fresh food that doesn't need a lot of packaging.
2. Buy organic fruit and vegetables from farmers who don't use chemicals.
3. Look for food and other products which come from Third World countries
4. Save as much water as possible.
5. Find out more about Green organizations in your area.
6. Write letters to the government in your country about Green problems which worry you.
7. Use products that won't stay forever in the earth or sea when you throw them away.
8. Use bottles more than once (or take them to a bottle bank).
9. Try to save paper. Also, buy and use recycled paper as often as possible.
10. Make sure your family and friends use unleaded petrol in their car.
11. Don't buy products (fur or ivory for example) made from rare or protected species.
12. Use public transport as often as possible.
13. Try to eat healthier diet. Avoid too much fat or sugar.
14. Use batteries as little as possible. It takes 50 times more energy to make them than they produce.
15. Don't leave electric lights on, TV, hi fi etc, if you are not using them.
16. Take aerobic exercise at least three times per week.
17. Try to throw away at least 25% less trash.
18. Visit any local nature reserves or zoos and talk to the people who run them.
19. Find out more about conservation issues in your area. Are there any woods, fields, etc, in danger, for example!
20. Don't buy hamburgers or pizzas in plastic boxes which contain CFCs.

## Period 3 (LISTEN)

### I. AIM

Listening for detailed information and further improve vocabulary and knowledge about environment.

### II. OBJECTIVES

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

- complete the information notes about ocean pollution through a report.
- use new word in the right context by playing word games and engaging in different class activities.

### III. MATERIALS

Textbook, cassette, whiteboard markers...

### IV. ANTICIPATED PROBLEMS

Ss may have difficulty with new words about oceanic pollution

### V. PROCEDURE

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	<p style="text-align: center;"><b>WARM – UP</b></p> <p><b>Sentence Race</b></p> <ol style="list-style-type: none"><li>1. Prepare a list of reviewed vocabulary words ex: <i>Banana leaves, plastic bags, garbage...</i></li><li>2. Write each word on two small pieces of paper. That means writing the word twice, once on each paper.</li></ol>	Team work

	<p>3. Organize the pieces like bundles, 2 bundles, 2 sets of identical words.</p> <p>4. Divide the class into 2 teams. Get them to make creative team names.</p> <p>5. Distribute each list of words to both teams. Every student on each team should have a paper. Both teams have the same words.</p> <p>6. When you call a word, 2 students should stand up, one from each team. The students must then run to the blackboard and race to write a sentence using their word.</p> <p>The winner is the one with a correct and clearly written sentence.</p>	
7'	<p style="text-align: center;"><b>PRE-LISTENING</b></p> <p><b>Guessing game</b></p> <p>Divide class into small groups.</p> <p>Ask them to have guesses on how the ocean is polluted.</p> <p>Call some Ss to explain their ideas in front of class.</p> <p>Provide some necessary words in the tape:</p> <p>Raw sewage (n): <i>untreated wastewater</i></p> <p>Oil spills (n): <i>the release of oil (generally, petroleum) into the natural environment, usually the ocean</i></p> <p>Marine life (n): <i>Plants and animals of the ocean</i></p> <p>Waste materials (n): <i>waste material, especially metal awaiting reprocessing</i></p> <p>Regulations (n): <i>rules</i></p>	Group work

15'	<p style="text-align: center;"><b>WHILE – LISTENING</b></p> <p><b>Set the scene:</b></p> <p>You are going to listen to a report on how our oceans are polluted. Study the notes carefully then listen to the tape and complete the notes.</p> <p>Play the tape more than once if necessary.</p> <p>Get Ss to listen to the tape and complete the notes.</p> <p>Ask Ss to compare the answers with their partners.</p> <p>Call on some Ss to read aloud the answers.</p> <p>Give the correct <i>Answers:</i></p> <p style="text-align: center;"><b><i>How the ocean polluted</i></b></p> <p><b><i>Firstly:</i></b> <i>raw sewage is pumped directly into the sea.</i></p> <p><b><i>Secondly:</i></b> <i>Garbage is dropped into the sea.</i></p> <p><b><i>Thirdly:</i></b> <i>oil spills come from ships at sea.</i></p> <p><b><i>Next:</i></b> <i>Waste materials come from factories.</i></p> <p><b><i>Finally:</i></b> <i>Oil is washed from the land.</i></p> <p>Tape transcript:</p> <p><i>Our oceans are becoming extremely polluted. Most of this pollution comes from the land, which means it comes from people. Firstly, there is <b>raw sewage</b>, which is pumped directly into the sea. Many countries, both developed and developing, are guilty of doing this. Secondly, <b>ships</b> drop about 6 million tons of garbage into the sea each year. Thirdly, there are <b>oil spills</b> from ships. A ship has an accident and oil leaks from the vessel. This not only pollutes the water but also kills</i></p>	Whole class
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	<i>marine life. Next, there are <b>waste materials from factories</b>. Without proper regulations, factories owners let the waste run directly into the rivers, which then leads to the sea. And finally, <b>oil is washed from the land</b>. This can be the result of carelessness or a deliberate dumping of waste.</i>	
10'	<p style="text-align: center;"><b>POST – LISTENING</b></p> <p>Ask Ss to work in pairs, use the note as the outline and make a short presentation on how the ocean is polluted.</p> <p><i>Note:</i> Ss can add more ideas of their own in the presentation.</p> <p>Call on some Ss present in front of the class.</p> <p>Give feedback on the presentation.</p>	Pair work
3 – 5'	<p style="text-align: center;"><b>WRAPPING</b></p> <p>Summarize main points.</p> <p>Assign homework.</p>	Whole class

## VI. SUPPLEMENTS

### Read the following paragraph carefully

The world's oceans are so vast that they can cope with the present levels of *pollution*. However, little is known about the long – term *effects* of such slow poisoning. The most serious *problem* of modern times is that man is destroying the earth natural *resources* and *transforming* huge areas into *wasteland*. As a result, it is becoming extremely difficult to grow enough to feed the world's rapidly increasing *population*. A way of *protecting* all the *wildlife* on the earth must also be found as many species are in danger of disappearing completely from the face of the earth. The dangers, however, are not confined solely to the land and the sea. The smoke in the *atmosphere*, for example, is increasing so much that the amount of sunlight has been reduced in many cities. Man's whole *environment* is being changed in a serious way.

For each of the following dictionary definitions, write down the correct words (printed in bold type) in the passage.

- 1. Birds, animals, fish which are not tame.  
.....
- 2. Keeping something safe from harm  
.....
- 3. The process of making something dirty or impure  
.....
- 4. Barren area, desert  
.....
- 5. The air, water and land in which we live  
.....
- 6. Completely changing in form or nature  
.....
- 7. Wealth, goods or products people can use  
.....
- 8. The air surrounding the earth  
.....
- 9. The number of people living in a place  
.....
- 10. Difficulty which needs attention and thought  
.....
- 11. Results, consequences  
.....

**Answers:**

- 1. *wildlife*                      2. *protecting*
- 3. *pollution*                      4. *wasteland*
- 5. *environment*                      6. *transforming*
- 7. *resources*                      8. *atmosphere*
- 9. *population*                      10. *problem*
- 11. *effects*



## Period 4 (READ)

### I. AIMS

Practice reading a poem

### II. OBJECTIVES

By the end of the lesson, Ss will be able to understand the poem with some old English by doing *Matching exercise* and *Answering questions*.

### III. MATERIALS

Textbook, whiteboard markers...

### IV. ANTICIPATED PROBLEMS

SS may find it difficult to read and understand a poem.

### V. PROCEDURE

<i>Time</i>	<i>Steps</i>	<i>Work Arrangement</i>
5'	<p style="text-align: center;"><b>WARM – UP</b></p> <p><b>Q&amp;A</b></p> <p>Have Ss work in pairs or groups, ask and answer the following questions about poetry:</p> <p><i>Do you like poetry?</i></p> <p><i>Do you often read poetry?</i></p> <p><i>Who is your favorite poet?</i></p> <p><i>Have you ever read a poem in English?</i></p> <p><i>What is it? Do you understand it?</i></p> <p>...</p>	Group work or pair work

<b>PRE – READING</b>		
10'	<p><b>Vocabulary pre-teach</b></p> <p>End up (v): <i>use up/finish</i></p> <p>Second – hand (a): <i>used</i></p> <p>Junk – yard (n): <i>a place to store rubbish and waste</i></p> <p>Treasure (n): <i>valuable/precious things</i></p> <p>Stream (n): <i>current or flow of water/small river</i></p> <p>Foam (n): <i>mass of bubbles of air or gas</i></p> <p>Soda (n): <i>a kind of soft drink</i></p> <p>Nonsense (n): <i>meaningless words or ideas</i></p> <p>Folk (n): <i>people</i></p> <p><b>Checking technique</b></p> <p><b><i>Jumbled words</i></b></p> <p>Write the new words in the wrong order:</p> <p>Maof:</p> <p>Lkfo:</p> <p>Rtamse:</p> <p>....</p> <p>Have Ss work in groups and rearrange the letters in good order to make the right words.</p> <p>Group who get the highest score with the shortest time will be the winner.</p> <p><b><i>Answers:</i></b></p> <p style="padding-left: 40px;"><i>Foam</i></p> <p style="padding-left: 40px;"><i>Folk</i></p> <p style="padding-left: 40px;"><i>Stream</i></p> <p style="padding-left: 40px;">...</p>	Whole class and group work

## WHILE – READING

17'

### Set the scene

You are going to read a poem about environment. Please scan the poem and answer the following questions:

- 1. How many people are there in the poem?  
What is their relationship?*
- 2. Where are they?*
- 3. What problem of the environment is mentioned in the poem?*

Call on some Ss to answer the questions.

### Answers:

- 1. There are two (mum and son).*
- 2. Probably in the forest.*
- 3. Pollution*

### Matching

Ask Ss to read the poem again and match the word in A to an appropriate explanation in B. Encourage Ss to guess the meaning of the word if they don't know some words.

Get Ss to compare their answers with a friend.

Call some Ss to read the answers aloud.

Give the correct **Answers:**

A	B
<i>1. junk – yard</i>	<i>c) a piece of land full of rubbish</i>
<i>2. end up</i>	<i>g) reach a state of</i>
<i>3. treasure</i>	<i>f) valuable or precious things</i>
<i>4. foam</i>	<i>e) mass of bubbles of air or gas</i>
<i>5. stream</i>	<i>d) a flow of water</i>
<i>6. hedge</i>	<i>a) a row of things forming a fence</i>
<i>7. folk</i>	<i>b) people</i>

Individual work  
and pair work

	<p>Quick grammar presentation:          Conditional sentence type 1:  <i>If S + do, S + will do.</i></p> <p>Example:  <i>If the pollution goes on, the world will end up like a second hand junk yard.</i>  <i>If we throw trash into the street, it will pollute the environment.</i>          ...</p> <p><i>Note:</i> Conditional sentence type 1 will be further dealt with in Language Focus.</p> <p><b>Answering Question</b></p> <p>Ask Ss to read the poem more carefully and answer the questions. This task can be done in pairs.</p> <p>Call on some Ss to read their answers aloud in class.</p> <p>Give the correct <b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. <i>If the pollution goes on, the world will end up like a second hand junk yard.</i></li> <li>2. <i>The mother think other folk pollute (are responsible for the pollution of) the environment but not her and her son.</i></li> <li>3. <i>If the boy keeps on asking such questions, his mother will take him home right away.</i></li> <li>4. <i>No. because he is right: if he throws the bottles that will be polluting the woods.</i></li> <li>5. <i>The poet wants us to learn that everyone is responsible for keeping the environment from pollution.</i></li> </ol>	
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	<p>Call on some Ss to read the passage aloud in front of class.</p> <p>Check Ss' pronunciation and intonation.</p>	
10'	<p style="text-align: center;"><b>POST – READING</b></p> <p><b>What...if?</b></p> <p>Divide the class into two or four groups namely A, B, C, D.</p> <p>Each group gets 5 sentences with only <i>If</i> half.</p> <p>A read its half and B have to complete the sentence with the idea on the to protect our environment.</p> <p><i>Ex:</i></p> <p><i>A: If you throw rubbish into street,...</i></p> <p><i>B: it will pollute the environment.</i></p> <p>A.</p> <ol style="list-style-type: none"> <li><i>1. If I see somebody throwing an empty packet on the street, I will ...</i></li> <li><i>2. If I meet the Minister for the Environment, I will ...</i></li> <li><i>3. If I live on an island, I will ...</i></li> <li><i>4. If I live in a jungle, I will ...</i></li> <li><i>5. If I catch an injured species, I would ...</i></li> </ol> <p>B.</p> <ol style="list-style-type: none"> <li><i>1. I will collect and put it in the trash bin.</i></li> <li><i>2. I will plant some trees.</i></li> </ol>	Group work
3'	<p style="text-align: center;"><b>WRAPPING</b></p> <p>Summarize main points.</p> <p>Assign homework.</p>	Whole class

## VI. SUPPLEMENTS

### Game

#### Spelling contest

Divide class in 2 teams then says a word or a sentence in the lesson to spell.

Ask Ss to spell these correctly with not even one mistake. The team that has more points is the winner

## Period 5 (WRITE)

### I. AIM

Writing a complaint letter.

### II. OBJECTIVES

By the end of the lesson, Ss will be able to write a complaint letter with the right format and language.

### III. MATERIALS

Textbook, whiteboard markers, pictures...

### IV. ANTICIPATED PROBLEMS

Ss haven't been familiar with complaint letters.

### V. PROCEDURE

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<b>WARM – UP</b> <b>What's in a formal letter?</b> Divide class into small groups.	Group work

	<p>Give them an A4 size paper. Ask them to write the main parts of a formal letter on the paper in good position. Ex: sender's address,...</p> <p>The team which has enough necessary details and finish in the shortest time is the winner.</p> <p><b>Answers:</b></p> <p><i>Sender's address</i></p> <p><i>Receiver's address</i></p> <p><i>Salutation</i></p> <p><i>Body</i></p> <p><i>Signature</i></p> <p>...</p>	
10'	<p style="text-align: center;"><b>PRE WRITING</b></p> <p><b>Vocabulary pre-teach</b></p> <p>Complain (v) → complaint (n): <i>express dissatisfaction</i></p> <p>Truck (n): <i>strong lorry for heavy goods</i></p> <p>Refreshment (n): <i>rest to make spirit freshed again</i></p> <p>Fly (n) (translation): <i>two – winged insect</i></p> <p>Response (v): <i>make an answer</i></p> <p>Break (n): <i>pause or interval at work.</i></p> <p>Introduce the format of a complaint:</p> <p><b>Situation:</b> states the reason for writing</p> <p><b>Complication:</b> mentions the problem</p> <p><b>Resolution:</b> makes a suggestion</p> <p><b>Action:</b> talks about future action</p> <p><b>Politeness:</b> ends the letter politely</p> <p>→ <b>SCRAP</b></p>	Whole class

**Set the scene**

Mr. Nhat wrote a complaint letter to the director of L&P Company in Ho Chi Minh City. The five sections of the letter are not in the right order. Label each section with the appropriate letter: S, C, R, A or P.

Have Ss work in pairs and do the labeling and ordering.

Call on some pairs (one after another) read the aloud the letter with the correct order. Each pair reads aloud one part.

Give feedback and answer key.

Answer key:

<b>Dear Sir/Madam</b>	
<i>R</i>	<i>I would suggest that your company should tell your drivers to clear up all the trash on the ground before leaving.</i>
<i>S</i>	<i>I am writing to you about the short stop of your trucks around my house on their way to the north.</i>
<i>A</i>	<i>I look forward to hearing from you and seeing good response from your company.</i>
<i>C</i>	<i>When the truck of your company has a short break on the streets around my house, the drivers have left lots of garbage on the ground after their refreshment. When the truck leave the place, the ground is covered with trash and a few minutes later there is smell and flies.</i>
<i>P</i>	<i>Faithfully, Tran Vu Nhat</i>



15'	<p style="text-align: center;"><b>WHILE – WRITING</b></p> <p>Implicit the writing task by asking questions:  <i>Are there any lakes behind your house?</i>  <i>What do people do in the lake? Which problems remain....</i></p> <p>Ask Ss to read the situation in the textbook</p> <p>Have Ss work individually, write a letter to the head of local authorities to complain about the way of catching fish in the lake behind your house. Follow S C R A P format.</p> <p>Ask Ss to compare the writing. If time allowed, introduce <i>peer correction</i>.</p> <p>Give feedback and suggested writing:  <i>Dear Mr. President,</i>  <i>I am writing to you about the problem of fish catching in the lake behind my house.</i>  <i>I am very worried because they don't use fishing rod or net but use electricity to catch fish. After a short time they leave the lake, a lot of small fish die and float on the water surface. Other animals such as frogs, toads, and even birds have also died from electric shock waves.</i>  <i>I would suggest the local authorities should prohibit and find heavily anyone using this way of catching fish.</i>  <i>I am looking forward to hearing from you and seeing the actions taken to protect the environment from the local authority.</i>  <i>Sincerely.</i></p>	Individual work
10'	<p style="text-align: center;"><b>POST – WRITING</b></p> <p>Ask Ss to read their writing aloud.  Ask for comments from other students.</p>	Whole class and individual work

	This can be organized in form of a competition: <i>Which is the most impressive reading?</i>	
3'	<b>WRAPPING</b> Summarize main points. Assign homework.	Whole class

## VI. SUPPLEMENTS

### *Exercise*

#### **A. Read the following letter to a local newspaper.**

*Dear Editor,*

*I am sick and tired of the traffic in this city! It is so bad that I can never get anywhere on time. There are too many cars on the road, and most of them have only one person in them.*

*Another problem is the buses. They are so old and slow that nobody wants to take them. They are noisy and very dirty. You can't even see out the windows!*

*Also, the taxi drivers are rude. They never know where they are going, and they take a long time to get someplace. Taxis are expensive, too. And the subway is just too crowded and dangerous. What are we going to do*

*George Grady*

*Oakville*

**B. Group work** Suggest five ways to solve the transportation problems in Oakville.

Example: *Taxis drivers should take classes to learn how to be friendly.*

**C. Class activity** Tell your group's ideas to the class. Then decide which suggestions are best.

## Period 6 (LANGUAGE FOCUS)

### I. AIM

Understanding the use of adjectives and adverbs, adverb of clause and the conditional sentence type 1.

### II. OBJECTIVES

By the end of the lesson, Ss will be able to use the adverbs correctly.

### III. ANTICIPATED PROBLEMS

Ss may be confused between *as* and *because*.

### IV. MATERIALS

Textbook, whiteboard markers...

### V. PROCEDURE

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
5'	<p style="text-align: center;"><b>WARM – UP</b></p> <p><b>Jumbled words</b></p> <p>Write the words whose letters are not in good order on the board / or on the card.</p> <p>Ask Ss to work in groups and arrange the letters to make complete words.</p> <p>Groups with more correct words first will be the winner.</p> <ol style="list-style-type: none"><li>1. Wols → slow</li><li>2. Asd → sad</li><li>3. Dogo → good</li><li>4. Pahapy → happy</li><li>5. Termexe → extreme</li></ol>	Group work

13'	<p style="text-align: center;"><b>PRESENTATION AND PRACTICE 1</b></p> <p><b>Vocabulary pre – teach</b>  Assignment (n): <i>exercise</i>  Sigh (n): <i>long deep breath</i></p> <p><b>Revision of adverbs</b></p> <p>Review the formation and the use of adverbs of manner through questions:  <i>How are adverbs formed?</i>  <i>What do we use adverbs for?</i></p> <p>Formation:  <i>Adjective + ly = adverb</i></p> <p>Introduce the examples by asking Ss to do exercise 1 (part 1) in the book. Change the adjectives into adverbs:</p> <table border="1" data-bbox="441 806 1049 1113"> <thead> <tr> <th>Adjective</th> <th>Adverb</th> </tr> </thead> <tbody> <tr> <td><i>Extreme</i></td> <td><i>Extremely</i></td> </tr> <tr> <td><i>Good</i></td> <td><i>Well</i></td> </tr> <tr> <td><i>Happy</i></td> <td><i>Happily</i></td> </tr> <tr> <td><i>Sad</i></td> <td><i>Sadly</i></td> </tr> <tr> <td><i>Slow</i></td> <td><i>slowly</i></td> </tr> </tbody> </table> <p>Use:  We use adverbs of manner to modify the verb. It usually goes after the main verb.  Ask Ss to go on with exercise 1. Use the adverbs to complete the sentences.  Give feedback and correct <b>Answers:</b>  a) <i>Hoa was extremely pleased that she got an A for her assignment.</i></p>	Adjective	Adverb	<i>Extreme</i>	<i>Extremely</i>	<i>Good</i>	<i>Well</i>	<i>Happy</i>	<i>Happily</i>	<i>Sad</i>	<i>Sadly</i>	<i>Slow</i>	<i>slowly</i>	Whole class and individual work
Adjective	Adverb													
<i>Extreme</i>	<i>Extremely</i>													
<i>Good</i>	<i>Well</i>													
<i>Happy</i>	<i>Happily</i>													
<i>Sad</i>	<i>Sadly</i>													
<i>Slow</i>	<i>slowly</i>													

	<p>b) <i>The old man walked slowly to the park.</i></p> <p>c) <i>Tuan sighed sadly when he heard that he failed the test.</i></p> <p>d) <i>The baby laughed happily as she played with her toys.</i></p> <p>e) <i>Mrs. Nga speaks English quite well.</i></p>	
10'	<p style="text-align: center;"><b>PRESENTATION AND PRACTICE 2</b></p> <p><b>Revision of adverb clauses of reason:</b></p> <p>Give out two clauses:  <i>He failed the exams. He is too lazy.</i></p> <p>Ask Ss about the relation between two clauses.  → <i>reason.</i></p> <p>Introduce the words expressing clauses of reason: <i>Because = as = since</i></p> <p>Ask Ss to do exercise 2. Join the pairs of sentences together. Use <i>because, as</i> or <i>since</i>.</p> <p>Example:  <i>Ba is tired because / as /since he stayed up late watching TV.</i></p> <p>Have Ss compare the answers with a friend.</p> <p>Feedback and give the correct <b>Answers:</b></p> <p>b) <i>I have a broken leg <b>because/ as/since</b> I fell over while I was playing basketball.</i></p> <p>c) <i>I'm going to be late for school <b>because/since/as</b> the bus is late.</i></p> <p>d) <i>I broke the cup <b>because/since/as</b> I was careless.</i></p> <p>e) <i>I want to go home <b>because/as/since</b> I feel sick.</i></p> <p>f) <i>I'm hungry <b>because/as/since</b> I haven't eaten all day.</i></p>	Whole class and individual work

15'	<p style="text-align: center;"><b>PRESENTATION AND PRACTICE 3</b></p> <p><b>Adjective + that clause</b></p> <p>Explicit the structure:  <i>S + be + adjective + that clause</i>  Ex: <i>I'm pleased that you are working hard.</i></p> <p>Let Ss practice the structure by completing the dialogues in the book.</p> <p>Call on some Ss to read the completed dialogues aloud in class.</p> <p>Feedback and give correct <b>Answers:</b></p> <p>b)</p> <p><i>Mrs. Quyen: When are you going on vacation with your family, Sally?</i></p> <p><i>Mrs. Robinson: Tomorrow. I'm excited that I can go to Da Lat this time.</i></p> <p>c)</p> <p><i>Lan: I'm sorry that I broke your bicycle yesterday.</i></p> <p><i>Tien: Don't worry. I can fix it.</i></p> <p>d)</p> <p><i>Liz: I forget to tell you I was going to Lan's place.</i></p> <p><i>Mr. Robinson: I'm disappointed that you did not phone me about it.</i></p> <p>e)</p> <p><i>Miss Lien: Congratulation!</i></p> <p><i>Nga: Thanks. I'm amazed that I could win the first price.</i></p> <p><b>Revision of conditional sentence type 1</b></p> <p><i>If + main clause, subordinate clause</i>  (simple present tense) (will infinitive)</p> <p>Have Ss do exercise 4. Match each half – sentence in column A with a suitable one in</p>	Whole class and pair work
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	<p>column B. If it is OK, this activity can be done orally through the game Matching.</p> <p>Ask Ss to compare their answers with a friend.</p> <p>Feedback and give correct <b>Answers:</b></p> <p><i>1-e If we pollute the water, we will have no fresh water to use.</i></p> <p><i>2-a If we cut down the trees in the forests, there will be big flood every year.</i></p> <p><i>3-c If there is too much exhaust fume in the air, more and more people will cope with respiratory problems.</i></p> <p><i>4-d If you can keep your neighborhood clean, you will have an ideal place to live.</i></p> <p><i>5-b If people stop using dynamite for fishing, a lot of sea creatures will be well preserved.</i></p>	
	<p style="text-align: center;"><b>FURTHER PRACTICE</b></p> <p>(If there is not enough time, this exercise can be assigned as homework)</p> <p><b>Answers:</b></p> <p><i>b) If we go on littering, the environment will become seriously polluted.</i></p> <p><i>c) If we plant more trees along the streets, we will have more shade and fresh air.</i></p> <p><i>d) If we use much pesticide on vegetables, the vegetables will become poisonous and inedible.</i></p> <p>If we keep our environment clean, we will live a happier and healthier life.</p>	
3-5'	<p style="text-align: center;"><b>WRAPPING</b></p> <p>Summarize main points.</p> <p>Assign homework.</p>	Whole class

# Unit 7

## SAVING ENERGY

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### Period 1

#### (GETTING STARTED & LISTEN AND READ)

#### I. AIM

Reading a dialogue for details about saving energy and related words.

#### II. OBJECTIVES

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

- use the words and phrases relating to energy-saving.
- understand the dialogue and the ways to save energy.

#### III. MATERIALS

Textbook, cassette, whiteboard markers...

Pictures, posters...

#### IV. ANTICIPATED PROBLEMS

Ss may have problems with ideas about saving energy.

#### V. PROCEDURE

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<p style="text-align: center;"><b>WARM – UP</b></p> <p><b>Brainstorming</b></p> <p>Ask Ss look at picture in part 1 <i>Getting Started</i> ( page 57).</p> <p>Have them work in pairs and make a list of things the family could do to save energy.</p>	Pair work



	<p>Call on some Ss to read the list aloud. Ss may use sentences with modal verbs such as <i>must, should</i></p> <p>Give suggested <b>Answers:</b></p> <p><i>Save water by turning off the faucet when there is enough water supply.</i></p> <p><i>Turn off the lights when unnecessary/reduce light bulbs</i></p> <p><i>Turn off TV and radio when nobody watches or listens.</i></p> <p>...</p>	
10'	<p style="text-align: center;"><b>PRESENTATION</b></p> <p><b>Vocabulary pre-teach</b></p> <p>Water bill (n): <i>statement of charges for water used</i></p> <p>Enormous (a): <i>big, huge</i></p> <p>Crack (v): <i>to break without complete separation of parts; fissure</i></p> <p>Pipe (n): <i>tube of metal for conveying water</i></p> <p>Plumber (n): <i>person who installs and repairs pipes and plumbing.</i></p> <p>Dripping faucet (n): <i>the tap with falling drop of water</i></p> <p><b>Checking technique</b></p> <p><b>Matching</b></p> <p>Divide class into groups.</p> <p>Give groups a piece of paper consisting 2 columns: A (new words) and B (Vietnamese meanings).</p>	Whole class and group work

	<p>Ask Ss match the words in A with the meanings in B.</p> <table border="1" data-bbox="435 222 1042 634"> <thead> <tr> <th data-bbox="435 222 743 281">New words</th> <th data-bbox="743 222 1042 281">Meaning</th> </tr> </thead> <tbody> <tr> <td data-bbox="435 281 743 340">1. <i>Water bill</i></td> <td data-bbox="743 281 1042 340">a) Thợ sửa ống nước</td> </tr> <tr> <td data-bbox="435 340 743 399">2. <i>Enormous</i></td> <td data-bbox="743 340 1042 399">b) Hoá đơn tiền nước</td> </tr> <tr> <td data-bbox="435 399 743 457">3. <i>Crack</i></td> <td data-bbox="743 399 1042 457">c) Vòi nước bị nhỏ rọt</td> </tr> <tr> <td data-bbox="435 457 743 516">4. <i>Pipe</i></td> <td data-bbox="743 457 1042 516">d) To, lớn</td> </tr> <tr> <td data-bbox="435 516 743 575">5. <i>Plumber</i></td> <td data-bbox="743 516 1042 575">e) Ống nước</td> </tr> <tr> <td data-bbox="435 575 743 634">6. <i>Dripping faucet</i></td> <td data-bbox="743 575 1042 634">f) Vết nứt, gãy</td> </tr> </tbody> </table> <p>Feedback and give correct <i>Answers</i>:</p> <p>1. <i>b)</i>            2. <i>d)</i>            3. <i>f)</i>  4. <i>e)</i>            5. <i>a)</i>            6. <i>c)</i></p>	New words	Meaning	1. <i>Water bill</i>	a) Thợ sửa ống nước	2. <i>Enormous</i>	b) Hoá đơn tiền nước	3. <i>Crack</i>	c) Vòi nước bị nhỏ rọt	4. <i>Pipe</i>	d) To, lớn	5. <i>Plumber</i>	e) Ống nước	6. <i>Dripping faucet</i>	f) Vết nứt, gãy	
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6. <i>Dripping faucet</i>	f) Vết nứt, gãy															
13'	<p style="text-align: center;"><b>PRACTICE</b></p> <p><b>Set the scene</b></p> <p><i>Mrs. Mi is talking to her neighbor, Mrs. Ha about the water bill this month.</i></p> <p>Ask Ss to practice the dialogue with a partner.  Call some pairs to practice the dialogue aloud.  Feedback on S's pronunciation and intonation.  Correct the mistakes if any.</p> <p>Ask Ss to read the dialogue again and decide the statements in the book True or False.  Correct the false ones.</p> <p>Have Ss compare the answers with a friend.  Call some Ss to read their answers in class.  Ask them to explain their choice.</p>	Pair work														

	<p>Give the correct <i>Answers</i>:</p> <ol style="list-style-type: none"> <li>1. <i>True</i></li> <li>2. <i>True</i></li> <li>3. <i>False. (Mrs. Ha hasn't checked the pipes yet.)</i></li> <li>4. <i>False. (Mrs. Ha suggests taking showers.)</i></li> <li>5. <i>True.</i></li> </ol>	
10'	<p style="text-align: center;"><b>PRODUCTION</b></p> <p><b>Mapped dialogue</b></p> <p>Write some words in the dialogue on the board.</p> <p><i>Matter</i></p> <p><i>Worried.....water bill...</i></p> <p><i>Reduce....</i></p> <p><i>Plumber.....cracks</i></p> <p>...</p> <p>Ask Ss to close the book and recall the dialogue base on the words given.</p> <p>Call some pairs to practice the conversation in class.</p>	Pair work
3-5'	<p style="text-align: center;"><b>WRAPPING</b></p> <p>Summarize main points.</p> <p>Assign homework.</p>	Whole class

## VI. SUPPLEMENTS

### Game

#### Hangman

Tell Ss to work in group and play the game with the words Ss have studied. See the instructions in *Appendix 2*.

## Period 2 (SPEAK)

### I. AIMS

Understand suggestions and know how to response to suggestions.

### II. OBJECTIVES

By the end of the lesson, Ss will be able to use suggestions to suggest ways to save energy through group discussion.

### III. MATERIALS

Textbook, whiteboard markers...

Posters, pictures...

### IV. ANTICIPATED PROBLEMS

Ss may find it difficult to get enough ideas about saving energy.

### V. PROCEDURES

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<p style="text-align: center;"><b>WARM – UP</b></p> <p><b>Whispering Game</b></p> <p>Divide the class into two teams A and B and line up the players. (If there's an odd numbered player, one can be the teacher's "helper").</p> <p>Whisper a message to the first person of both group A and group B. The game only starts when both players know the message.</p> <p>Ask Ss to whisper the message to the next player in his group successively until the last player gets the message. The team which can repeat the message first and correctly receives a</p>	Team work

	<p>point.</p> <p>Start the game over with the second student of each group becoming the first ones in line.</p> <p>Example of the message:</p> <p><i>Everybody must save energy by turning off the light when unnecessary.</i></p>																	
8'	<p style="text-align: center;"><b>PRESENTATION</b></p> <p>Review the ways to make suggestions</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Suggestion</th> <th style="text-align: left;">Response</th> </tr> </thead> <tbody> <tr> <td><i>I suggest + V-ing</i></td> <td><i>OK</i></td> </tr> <tr> <td><i>I think we should ...</i></td> <td><i>That's a good idea.</i></td> </tr> <tr> <td><i>Shall we...?</i></td> <td><i>All right</i></td> </tr> <tr> <td><i>Why don't we...?</i></td> <td><i>No. I don't want to.</i></td> </tr> <tr> <td><i>How about + V-ing...?</i></td> <td><i>I prefer to...</i></td> </tr> <tr> <td><i>What about + V-ing...?</i></td> <td><i>Let's...</i></td> </tr> <tr> <td><i>Let's...</i></td> <td></td> </tr> </tbody> </table> <p>Ask Ss to make some sentences with the structures above.</p>	Suggestion	Response	<i>I suggest + V-ing</i>	<i>OK</i>	<i>I think we should ...</i>	<i>That's a good idea.</i>	<i>Shall we...?</i>	<i>All right</i>	<i>Why don't we...?</i>	<i>No. I don't want to.</i>	<i>How about + V-ing...?</i>	<i>I prefer to...</i>	<i>What about + V-ing...?</i>	<i>Let's...</i>	<i>Let's...</i>		Whole class
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<i>What about + V-ing...?</i>	<i>Let's...</i>																	
<i>Let's...</i>																		
10'	<p style="text-align: center;"><b>PRACTICE</b></p> <p>Have Ss look at the expressions in the above tables and pictures in the book to make suggestions about how to save energy. Follow the example:</p> <p><i>A. I think we should turn off the faucet.</i></p> <p><i>I suggest fixing the faucet.</i></p> <p>Call some Ss to read the suggestions aloud.</p> <p>Feedback and give suggested <b>Answers:</b></p>	Individual work																

	<p>b) <i>I think we should turn off the gas fire.</i></p> <p>c) <i>I suggest turning off the fan.</i></p> <p>d) <i>I think we should turn off the air conditioner when no one is in.</i></p> <p>e) <i>Why don't we turn off the TV when no one watches it.</i></p> <p>f) <i>I think we shouldn't go to school by motorbike.</i></p> <p>g) <i>Let's go to school by bus or bicycle.</i></p>	
10'	<p style="text-align: center;"><b>FURTHER PRACTICE</b></p> <p>Ask Ss to work in group of four. Work out an ACTION PLAN to save energy for your class. The expressions and ideas in section a) may be helpfull.</p> <p>(Go around class and provide help if necessary.)</p> <p>Call on some groups to act out the discussion.</p> <p>Give suggested <b>Answers:</b></p> <p>A: <i>I think we should turn off all the lights before leaving the class.</i></p> <p>B: <i>That's a good idea</i></p> <p>C: <i>What about going to school by bus?</i></p> <p>D: <i>Great! Let's take the bus to school every day.</i></p> <p style="text-align: center;">*</p> <p style="text-align: center;">* *</p> <p>A: <i>I suggest collecting used paper to recycle things.</i></p> <p>B: <i>All right.</i></p> <p>C: <i>Why don't we reduce the amount of water we use every day?</i></p> <p>D: <i>OK</i></p>	Group work
	<b>PRODUCTION</b>	

7'	Ask Ss keep working in group and use the structures in the table to make suggestions about how to study English better/how to help the poor people/ how to be a good student....	Group work
3'	<b>WRAPPING</b> Summarize main points. Assign homework.	Whole class

## VI. SUPPLEMENTS

### *Exercise*

Put a circle round the letter of the best word to use in each blank.

There is now increasing concern about the world's energy (1) ....., particularly about those involving fossil (2)..... In less than a hundred years we will probably (3).....all the present (4).....of oil and gas. The world's coal (5).....should last longer but, once used, these can not be (6)..... It is important, therefore, that we should develop such (7).....sources of energy as solar energy and nuclear energy as well as water and wind (8).....(classed as (9).....energy). Until these energy (10).....are widely used, it is important for developed countries to reduce energy (11).....as much as possible.

- |                    |                |                  |                |
|--------------------|----------------|------------------|----------------|
| 1. A. possessions  | B. resources   | C. goods         | D. materials   |
| 2. A. fuels        | B. powers      | C. forms         | D. energies    |
| 3. A. end          | B. complete    | C. total         | D. exhaust     |
| 4. A. findings     | B. productions | C. amounts       | D. sources     |
| 5. A. reserves     | B. stores      | C. mines         | D. contents    |
| 6. A. updated      | B. repeated    | C. renewed       | D. produced    |
| 7. A. traditional  | B. alternative | C. revolutionary | D. surprising  |
| 8. A. force        | B. strength    | C. power         | D. motion      |
| 9. A. repeated     | B. continual   | C. renewable     | D. continuous  |
| 10. A. goods       | B. supplies    | C. provisions    | D. materials   |
| 11. A. exhaustions | B. destruction | C. waste         | D. consumption |

### *Answers:*

- |      |       |       |      |
|------|-------|-------|------|
| 1. B | 2. A  | 3. D  | 4. D |
| 5. C | 6. C  | 7. B  | 8. C |
| 9. C | 10. B | 11. D |      |

***New words:***

Energy resources: nguồn năng lượng

Renewable energy: năng lượng có thể tái tạo được

Energy consumption: tiêu thụ năng lượng.

## **Period 3 (LISTEN)**

### **I. AIM**

Listening for gist and specific information.

### **II. OBJECTIVES**

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

- understand and know how to do 2 common listening tasks: ***True*** or ***False*** and ***Gap filling***.
- get general knowledge about one kind of alternative energy: solar energy.

### **III. MATERIALS**

Text book, cassette, whiteboard markers...

### **IV. ANTICIPATED PROBLEMS**

Ss may not be familiar with solar energy.

### **V. PROCEDURE**



<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
5'	<p style="text-align: center;"><b>WARM – UP</b></p> <p><b>Q&amp;A</b>            Ask Ss questions about solar energy:  <i>What is solar energy?</i>  <i>What are advantages of solar energy?</i>  <i>Is solar energy operated in Viet Nam?</i>            ...</p>	Whole class
10'	<p style="text-align: center;"><b>PRE–LISTENING</b></p> <p><b>Vocabulary pre–teach</b>            Solar (a): <i>belongs to the sun</i>            Solar energy (n): <i>energy like electricity received from the sun</i>            Nuclear power (n): <i>power derived from nuclear energy</i>            Solar panel (n): <i>device like walls or doors for receiving solar radiation</i>            Advanced (a): <i>ahead of time / high level</i>            Roof (n): <i>upper covering of a house</i></p> <p><b>Checking technique</b>  <i>Rub out and remember</i>            Write all the new words on the board in two columns English and Vietnamese equivalence.            Rub out the words in English column and ask Ss to look at the Vietnamese meanings to read and write down the rubbed ones.</p>	Whole class and individual work
20'	<p style="text-align: center;"><b>WHILE – LISTENING</b></p> <p><b>True or false</b>            Let Ss read the statements in a) carefully.            Make sure Ss understand all the statements.            Instruct the task:</p>	Individual work

	<p>Listen to the news on solar energy and decide whether the statements are true or false. Check (V) the boxes and correct the false ones.</p> <p>Play the tape more than once if necessary.</p> <p>Ask Ss compare the answers with a friend.</p> <p>Feedback and give the correct <b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. <i>True</i></li> <li>2. <i>False. (Most of our electricity comes from the use of coal, gas, oil or nuclear power.)</i></li> <li>3. <i>False. (It is enough to provide power for total population.)</i></li> <li>4. <i>True</i></li> <li>5. <i>False. (in 2015)</i></li> </ol> <p><b>Gap filling</b></p> <p>Play the tape again and ask Ss to task 2: Fill in each blank with one word you hear.</p> <p>Before playing the tape, ask Ss to guess the missing words. Useful question is: What is the part of speech of the missing words?</p> <p>Call on some Ss to read the completed sentences aloud.</p> <p>Give correct <b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. <i>The sun can be an <b>effective</b> source of power.</i></li> <li>2. <i>Solar energy doesn't cause <b>pollution</b>.</i></li> <li>3. <i>A lot of <b>countries</b> in the world are already using solar energy.</i></li> <li>4. <i>It is possible to <b>store</b> solar energy for a number of days.</i></li> <li>5. <i>Solar panels are installed on the <b>roof</b> of</i></li> </ol>	
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	<p><i>the house to receive the energy from the sun.</i></p> <p>6. <i>We can save natural resources by using solar energy <b>instead</b> of coal, gas and oil.</i></p> <p>Tape transcript:  <i>Are you looking for a cheap, clean, effective source of power that doesn't cause pollution or waste natural resources? Look no further than solar energy from our sun. At present, most of our electricity comes from the use of coal, gas, or nuclear power. This power could be provided by the sun. One percent of the solar energy that reaches the Earth is enough to provide power for total population.</i></p> <p><i>Many countries are already using solar energy. Solar panels are placed on the roof of a house and the Sun's energy can be stored for a number of days, so on cloudy day you can use solar energy too.</i></p> <p><i>Sweden has an advanced solar energy program. There, all buildings will be heated by solar energy and cars will use solar energy instead of gas by the year 2015.</i></p>	
7'	<p style="text-align: center;"><b>POST – LISTENING</b></p> <p><b>True /False repetition drill</b></p> <p>Read aloud 5 to 7 statements about content of the listening. If the statements are true, Ss repeat after teacher. If the statements are false, Ss stay silent. Any Ss don't follow this rule, They will be given a kind of "punishment" by class members or teacher.</p> <p><i>Note: T may use the statements in a) in order</i></p>	Whole class

	to review the lesson.	
3'	<b>WRAPPING</b> Summarize main points. Assign homework.	Whole class

## VI. SUPPLEMENTS

### *Further reading*

Further reading about solar energy.

#### **Solar energy - advantages and difficulties**

The first advantage of solar energy is that it is infinite and readily available. For example, if only 1% of the never-ending solar energy falling on the Sahara Desert could be converted into electrical power. It would supply all the world projected energy needs for the year 2020. Second, solar energy is the cleanest and safest of all energy sources. In particular, unlike fossil fuels and nuclear power, solar energy produces no air or water pollution. Third, solar energy could be used to produce hydrogen gas as a replacement for oil, natural gas and petrol.

Besides the advantages, solar power also has some problems. First, solar energy reaching the Earth's surface is widely scattered/separated. As a result, it has to be collected over a very large area, and has to be concentrated so that it can be used. A second problem with solar energy is that it is not available at night when electrical needs are highest. Furthermore, its supply varies with the amount of cloud and with the season of the year. So because its supply changes, we must develop a method of storing solar energy received on sunny days for use at night, during cloudy weather, and in winter.

## Period 4 (READ)

### I. AIM

Reading for gist and details about ways to save energy.

### II. OBJECTIVES

By the end of the lesson, Ss will be able to get general idea of the reading through choosing the best summary and answering questions.

### III. MATERIALS

Textbook, white board markers...

### IV. ANTICIPATED PROBLEMS

Ss may find it difficult to choose the best summary for the reading from four given options.

### V. PROCEDURE

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	<p style="text-align: center;"><b>WARM – UP</b></p> <p><b>Find someone who</b></p> <p>Prepare a two column table with Yes/No questions and Name.</p> <p>Let Ss go around the class and ask other Ss what they usually do to save energy. 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>	Whole class

	<b>Do you usually...?</b>	<b>Name</b>	
	<i>turn off the light when it is not necessary?</i>		
	<i>go to school by bus?</i>		
	<i>put garbage into dust bin?</i>		
	<i>use banana leaves to wrap food?</i>		
	...		
10'	<b>PRE – READING</b>		Whole class and pair work
	<b>Vocabulary pre-teach</b> Luxury > < Necessity Consumer (n): <i>user of product or service</i> Household (n): <i>family</i> Account for (v): <i>represent</i> Labeling scheme (n): <i>campaign that gives labels to products</i> Tumble dryer (n): <i>machine that dries things usually hair or clothes</i> Innovation (n): <i>bringing in new ideas, making changes</i> <b>Checking technique</b> <i>Sentence modeling</i> Ask Ss work in pair and make sentences with the new words they have learned. Call some Ss read their sentences aloud. Give comment to make sure Ss understand the use of the words.		
15'	<b>WHILE – READING</b>		Individual work
	<b>Scanning and skimming</b> Ask Ss to read the passage very quickly and answer the following questions:		

	<p>1. <i>Which continents are mentioned in the text?</i></p> <p>2. <i>Are electricity, gas and water luxuries or necessities?</i></p> <p>Call on some Ss to answer the Qs.</p> <p>Give the correct answers</p> <p>1. <i>America and Europe.</i></p> <p>2. <i>They are necessities.</i></p> <p><b>Choosing the best summary</b> ( Reading for main idea)</p> <p>Have Ss read the passage more carefully and choose the best summary for it among four following options:</p> <p>1. <i>Energy –saving bulbs should be used to save electricity.</i></p> <p>2. <i>In western countries, electricity, gas and water are necessities.</i></p> <p>3. <i>North American and European countries are interested in saving money and natural resources.</i></p> <p>4. <i>Labeling schemes help save energy.</i></p> <p>Ask Ss to give explanation for their choice.</p> <p>Give the correct answer:</p> <p>3. <i>North American and European countries are interested in saving money and natural resources.</i></p> <p><b>Explanation</b></p> <p><i>3 is the best answer because three others are too specific. They only cover one part of the passage.</i></p>	
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	<p><b>Answering questions (Reading for details)</b></p> <p>Tell Ss to read the passage again and answer the questions.</p> <p>Ask Ss to compare their answers with a friend.</p> <p>Call on some Ss to read their answers aloud in front of class.</p> <p>Make necessary corrections and give correct <b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. <i>Western consumers are interested in products that will not only work effectively but also save money.</i></li> <li>2. <i>We can use energy-saving bulbs instead of ordinary 100 watt-light bulbs to spend less on lighting.</i></li> <li>3. <i>She will pay US\$2 for lighting if she uses energy-saving bulbs instead.</i></li> <li>4. <i>The purpose of the labeling scheme is to help consumers to know how efficient each model is, compared with other appliances in the same category so that they can save money and energy.</i></li> </ol>	
7'	<p style="text-align: center;"><b>POST – READING</b></p> <p>Expand the topic by opening a discussion on question:</p> <p><i>Why should we save energy?</i></p> <p>Ask Ss to work in group to list the reasons for saving energy.</p>	Group work



	<p>Call on representative of some groups to present in front of class.</p> <p>Suggested <b>Answers:</b></p> <p><i>Save money</i></p> <p><i>Conserve the Earth's resources</i></p> <p><i>Protect environment</i></p> <p><i>Prevent natural disasters</i></p> <p>...</p>	
3'	<b>WRAPPING</b>	
	<p>Summarize main points.</p> <p>Assign homework.</p>	Whole class

## VI. SUPPLEMENTS

### *Exercise*

Match the word in A to the word in B to make complete words.

<b>A</b>	<b>B</b>
<i>1. Electricity</i>	<i>a. Saving</i>
<i>2. Energy</i>	<i>b. Machine</i>
<i>3. Washing</i>	<i>c. Dryer</i>
<i>4. Tumble</i>	<i>d. Countries</i>
<i>5. Western</i>	<i>e. Bill</i>

**Answers:**

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

## Period 5 (WRITE)

### I. AIM

Writing a speech about energy saving and other school-related topics.

### II. OBJECTIVES

By the end of the lesson, Ss will be able to write a short, simple speech with clear organization and present it in front of the whole class.

### III. MATERIALS

Text book, whiteboard markers,...

### IV. ANTICIPATED PROBLEMS

Ss may have difficulty with structures in speech.

### V. PROCEDURE

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<p style="text-align: center;"><b>WARM – UP</b></p> <p><b>Noughts and Crosses</b></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 in the cell and make a sentence with that word. A correct sentence with the given word will get one O or X. The group with 3 O or X vertically, horizontally or even diagonally will be the winner.</p>	Group work

	<table border="1"> <tr> <td><i>Electricity</i></td> <td><i>Freezer</i></td> <td><i>Consumer</i></td> </tr> <tr> <td><i>Gas</i></td> <td><i>Washing machine</i></td> <td><i>Household</i></td> </tr> <tr> <td><i>Water</i></td> <td><i>Dryer</i></td> <td><i>Innovation</i></td> </tr> </table>	<i>Electricity</i>	<i>Freezer</i>	<i>Consumer</i>	<i>Gas</i>	<i>Washing machine</i>	<i>Household</i>	<i>Water</i>	<i>Dryer</i>	<i>Innovation</i>		
<i>Electricity</i>	<i>Freezer</i>	<i>Consumer</i>										
<i>Gas</i>	<i>Washing machine</i>	<i>Household</i>										
<i>Water</i>	<i>Dryer</i>	<i>Innovation</i>										
10'	<p style="text-align: center;"><b>PRESENTATION</b></p> <p><b>Definition of a speech</b></p> <p><i>It is the act of delivering a formal spoken communication to an audience. A speech usually has three parts: <b>Introduction, Body and Conclusion.</b></i></p> <p>Implicit the functions of the parts a speech by questioning:</p> <p><i>What do we do in Introduction?</i></p> <p><i>What is included in Body?</i></p> <p>...</p> <p><b>Matching</b></p> <p>Ask Ss to work individually, match each part of a speech in column A to a suitable function in column B.</p> <table border="1"> <thead> <tr> <th style="text-align: center;">A</th> <th style="text-align: center;">B</th> </tr> <tr> <th style="text-align: center;">Parts of a speech</th> <th style="text-align: center;">Functions</th> </tr> </thead> <tbody> <tr> <td><i>1. Introduction</i></td> <td><i>A. summing up what you have said</i></td> </tr> <tr> <td><i>2. Body</i></td> <td><i>B. getting people's attention and telling them what you are going to talk about</i></td> </tr> <tr> <td><i>3. Conclusion</i></td> <td><i>C. giving details in easy-to-understand language</i></td> </tr> </tbody> </table> <p>Give correct <b>Answers:</b></p> <p><i>1. B,            2. C,            3. A</i></p>	A	B	Parts of a speech	Functions	<i>1. Introduction</i>	<i>A. summing up what you have said</i>	<i>2. Body</i>	<i>B. getting people's attention and telling them what you are going to talk about</i>	<i>3. Conclusion</i>	<i>C. giving details in easy-to-understand language</i>	Whole class
A	B											
Parts of a speech	Functions											
<i>1. Introduction</i>	<i>A. summing up what you have said</i>											
<i>2. Body</i>	<i>B. getting people's attention and telling them what you are going to talk about</i>											
<i>3. Conclusion</i>	<i>C. giving details in easy-to-understand language</i>											

<b>PRACTICE</b>		
13'	<p><b>Ordering</b></p> <p>Ask Ss to work in pair, put the sections in the correct place to complete a speech.</p> <p>Call on some Ss to deliver the speech in front of class.</p> <p>Comment and correct any necessary mistakes.</p> <p>Give suggested answer:</p> <p><i>3. Good evening, ladies and gentlemen. I'm Professor Roberts and tonight I'm going to tell you how to save money.</i></p> <p><i>2. Most of us use too much gas. You can reduce this amount by:</i></p> <ul style="list-style-type: none"> <li>• <i>traveling by bicycle or public transport.</i></li> <li>• <i>having mechanic check your motorcycle regularly.</i></li> </ul> <p><i>1. If you follow these simple rules, not only will you save money, but also the environment will be cleaner.</i></p> <p><b>Preparing and delivering a speech</b></p> <p>Tell Ss to choose one of the topics in the book: Reducing garbage, Reusing paper and Saving energy in the kitchen and then prepare a speech for the class.</p> <p>Ask Ss to compare the writing with a friend.</p> <p>Introduce <b>Peer correction</b>. Have Ss check and comment on each other writing.</p> <p>Go around class and offer help if necessary.</p>	Pair work

<b>PRODUCTION</b>		
12'	<p>Call on some Ss to deliver the speech they have written in front of class.</p> <p>Give comments on S's performance regarding pronunciation, body language, eye contact...</p> <p>Give suggested <b>Answers:</b></p> <p><b><i>Reducing garbage</i></b></p> <p><i>Good morning, ladies and gentlemen. Thank you for coming here today. I'm Professor Hung, President of Friends of the Earth. I'm going to tell you about the ways of reducing garbage.</i></p> <p><i>As we know that reducing garbage is necessary. We can reduce garbage by:</i></p> <ul style="list-style-type: none"> <li>• <i>Collecting plastic bags</i></li> <li>• <i>Not keeping solid waste with food waste.</i></li> </ul> <p><i>Putting different kinds of waste in different places.</i></p> <p><i>I hope that you will be able to find the most suitable way to reduce the amount of garbage we produce.</i></p> <p><b><i>Reusing paper</i></b></p> <p><i>Good evening everybody. I'm glad to be here this evening. My name is Nam. I come from grade 9A. I'm going to talk to you about reusing paper.</i></p> <p><i>There are three ways to reuse paper. Firstly, we should have a separate wastebasket for wastepaper. Secondly, we should keep sheets with single printed page for drafting.</i></p>	Individual and whole class

	<p><i>If you follow these simple rules, not only will you save money, but also the environment will be cleaner</i></p> <p><b><i>Saving energy in the kitchen.</i></b></p> <p><i>Hi everybody. It's a pleasure to be here with you today. My name is Tuan. Our topic today is ways of saving energy in the kitchen.</i></p> <p><i>Saving energy is our responsibility. We can save energy in the kitchen by:</i></p> <ul style="list-style-type: none"> <li>• <i>Turning off the lights</i></li> <li>• <i>Preparing food carefully before turning on the stove</i></li> <li>• <i>Keeping refrigerator door close.</i></li> </ul> <p><i>If you follow these simple rules, not only will you save money, but also the environment will be cleaner.</i></p>	
3'	<b>WRAPPING</b>	
	Summarize main points. Assign homework.	Whole class

## VI. SUPPLEMENTS

### *Further reading*

#### Useful structures to deliver a speech

Purpose	Structures
<b>Greeting and introduction</b>	Good morning everybody, my name... It's my pleasure to be here with you today... I'm glad/pleased to talk to you today about...
<b>Outlining</b>	I have divided my presentation into three main parts: first, second, third... I will look at the issue from three points of view...
<b>Conclusion</b>	To sum up... In summary, In conclusion

## Period 6 (LANGUAGE FOCUS)

### I. AIM

Revision of connectives, phrasal verbs and making suggestions.

### II. OBJECTIVES

By the end of the lesson, Ss will be able to further improve their understanding about common *connectives*, *phrasal verbs* and *suggestions* through sentence completion and suggestions-making.

### III. MATERIALS

Textbook, whiteboard markers...

### IV. ANTICIPATED PROBLEMS

Ss may be confused with the use of some phrasal verbs and connectives

### V. PROCEDURE

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<p style="text-align: center;"><b>WARM – UP</b></p> <p><b>Brainstorming</b> Ask Ss work in group and review all the ways to save energy which they have learned in unit 7. Gather ideas from groups and have some final thoughts on ways to save energy.</p>	Group work
5'	<p style="text-align: center;"><b>PRESENTATION 1</b></p> <p>Explain function of the connectives: <i>And:</i> to add a similar or another idea <i>But, however:</i> to add an opposite idea</p>	Whole class

	<p><b>Because:</b> to give a cause (reason)  <b>So, therefore:</b> to give an effect  <b>Or:</b> to give an alternative</p> <p>Ask Ss to give some examples to demonstrate the use of the connectives .</p>	
8'	<p style="text-align: center;"><b>PRACTICE 1</b></p> <p>Tell Ss to do exercise 1. Complete the sentences. Use the correct connectives.</p> <p>Ask Ss to compare the answers with a friend.</p> <p>Feedback and give correct <b>Answers:</b></p> <p>a) <i>Mrs. Quyen bought corn, potatoes <b>and</b> cabbages at the market.</i></p> <p>b) <i>I'd love to play volleyball <b>but</b> I have to complete an assignment.</i></p> <p>c) <i>Nam got wet <b>because</b> he forgot his umbrella.</i></p> <p>d) <i>Hoa failed the math test. <b>Therefore</b> she has to do the test again.</i></p> <p>e) <i>Do you want Vietnamese tea <b>or</b> milk tea?</i></p> <p>f) <i>It's raining, <b>so</b> I can't go to the beach.</i></p> <p>g) <i>Ba's hobbies are playing football <b>and</b> collecting stamps.</i></p> <p>h) <i>Na is very tired. <b>However</b>, she has to finish her homework before she goes to bed.</i></p>	Individual work
5'	<p style="text-align: center;"><b>PRESENTATION 2</b></p> <p>Implicit the meanings of the phrasal verbs through examples:</p>	Whole class



	<p>Now, can you guess the meaning of those of phrasal verbs in the following context?</p> <p><i>It's dark here. Can you <u>turn on</u> the light?</i></p> <p><i>Please <u>turn off</u> TV when you finish watching.</i></p> <p><i>It's important to <u>look for</u> a job after graduation.</i></p> <p><i>My sister <u>looks after</u> the pet when I am away.</i></p> <p><i>He <u>goes on</u> talking about himself.</i></p> <p>Turn on: <i>switch on/start</i></p> <p>Turn off: <i>switch off/stop</i></p> <p>Look for: <i>try to find</i></p> <p>Look after: <i>take care of</i></p> <p>Go on: <i>continue</i></p>	
10'	<p style="text-align: center;"><b>PRACTICE 2</b></p> <p>Have Ss do exercise 2. Complete the sentences. Use the right tense form of the phrasal verbs in the box and the pictures.</p> <p>Have Ss compare their answers with a friend.</p> <p>Correct any necessary mistakes.</p> <p>Give the correct <b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. <i>Hanh can't go to the movies with us tonight. She will have to <b>look after</b> her little sister.</i></li> <li>2. <i>If we <b>go on</b> wasting water, there will be a shortage of fresh water in a few decades.</i></li> <li>3. <i>"<b>Turn on</b> the TV for me , will you? I want to watch the weather forecast."</i></li> </ol>	Individual and pair work

	<p>4. <i>"I think I've lost my new pen. I've <b>looked for</b> it everywhere and I can't find it anywhere."</i></p> <p>5. <i>Mrs. Yen forgot to <b>turn off</b> the faucet when she left for work.</i></p>	
7'	<p style="text-align: center;"><b>PRODUCTION</b></p> <p>Review some structure to make suggestions.</p> <p>Divide class into 2 teams. Each team takes charge of one part. Team 1 make suggestions to help the poor in the neighborhood of their school. Team 2 make suggestions to improve their English. Ideas in the textbook may be useful.</p> <p>Ask Ss do the task in groups or in pairs of each team.</p> <p>Call on some Ss to read aloud their suggestions.</p> <p><i>Note:</i> Ss are advised to use different structures to make suggestions.</p>	Team work
3'	<p style="text-align: center;"><b>WRAPPING</b></p> <p>Summarize main points.</p> <p>Assign homework.</p>	Whole class

# Unit 8

## CELEBRATIONS

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### Period 1

#### (GETTING STARTED & LISTEN AND READ)

#### I. AIMS

Listening and reading for specific information about famous celebrations around the world.

#### II. OBJECTIVES

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

- get further information about celebrations in the world.
- practice reading comprehension skill for details to complete a table.

#### III. MATERIALS

Textbook, whiteboard markers...

Posters, pictures, objects about festivals...

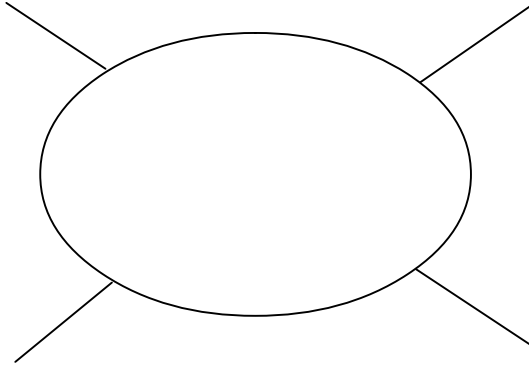
#### IV. ANTICIPATED PROBLEMS

Ss may have difficulty in getting enough information about celebrations in the world.

#### V. PROCEDURE

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	<b>WARM – UP</b> <b>Network</b> Ask Ss to work in groups and make a list of famous celebrations in Vietnam and worldwide.	Group work

In the allowed time, group with the longest list will be the winner.



- Christmas
- Valentine
- Easter
- Mother's Day
- Fathers Day
- Thanksgiving Day
- Halloween
- Valentine's Day
- ....
- Lunar New Year
- Mid-Fall Festival
- Wedding
- Birthday
- Teacher's Day
- May Day
- ...

Tell Ss to work with a partner. Match the icons with the names of the celebrations they represent.

	<p>Give correct answers.</p> <p>1. <i>Easter</i> 2. <i>wedding</i> 3. <i>birthday</i>  4. <i>birthday</i> 5. <i>Christmas</i> 6. <i>Mid-Fall festival</i></p> <p>Ask Ss further questions about facts of the above celebrations. Ex:</p> <p><i>In which country, do people celebrate...?</i>  <i>When (At what time of the year) do people celebrate it?</i>  <i>what do they do?</i>  ...</p>	
10'	<p style="text-align: center;"><b>PRESENTATION</b></p> <p><b>Vocabulary pre-teach</b></p> <p>Sticky rice cake (n): <i>traditional Chung cake</i>  Occur (v): <i>happen, take place</i>  Live apart (v): <i>far away</i>  Israel: (translate)  Jewish (a): (explained in the passage)  Passover (n): <i>Jewish spring festival commemorating deliverance of Israelites from bondage in Egypt</i>  Slavery (a): <i>condition or work of slave</i>  Joyful (a): <i>cheerful</i>  Parade (v+n): <i>march with display</i></p> <p><b>Checking technique:</b>  <b>Jumbled words</b></p> <p>Divide class into small groups.  Write new words on the cards given to each group. The words on the card are in the wrong order.</p>	Whole class and group work

	Ss have to rearrange the letters to make good words. Group with the most correct words in the shortest time will be the winner.																					
15'	<p style="text-align: center;"><b>PRACTICE</b></p> <p>Have Ss read listen and read the passage about celebrations in Vietnam and in other countries. And the ask them to complete the table with five headings: <i>celebration, when, activities, food, country.</i></p> <p>Ask Ss to compare their table with a friend.</p> <p>Feedback and give necessary corrections.</p> <p>Give correct <b>Answers:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Celeb- ration</th> <th style="text-align: center;">When?</th> <th style="text-align: center;">Activities</th> <th style="text-align: center;">Food</th> <th style="text-align: center;">Country</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Tet</td> <td style="text-align: center;">In late January or early February</td> <td style="text-align: center;">Cleaning and decorating homes, and enjoying special food</td> <td style="text-align: center;">Sticky rice Cake</td> <td style="text-align: center;">Viet Nam</td> </tr> <tr> <td style="text-align: center;">Passover</td> <td style="text-align: center;">Late March or early April</td> <td style="text-align: center;">(Not available)</td> <td style="text-align: center;">Special meal called the Seder</td> <td style="text-align: center;">Israel</td> </tr> <tr> <td style="text-align: center;">Easter</td> <td style="text-align: center;">Around the same time as Passover</td> <td style="text-align: center;">People crowd the streets to watch colorful parades</td> <td style="text-align: center;">Chocolate or sugar eggs</td> <td style="text-align: center;">In many countries</td> </tr> </tbody> </table>	Celeb- ration	When?	Activities	Food	Country	Tet	In late January or early February	Cleaning and decorating homes, and enjoying special food	Sticky rice Cake	Viet Nam	Passover	Late March or early April	(Not available)	Special meal called the Seder	Israel	Easter	Around the same time as Passover	People crowd the streets to watch colorful parades	Chocolate or sugar eggs	In many countries	Individual work
Celeb- ration	When?	Activities	Food	Country																		
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7'	<p style="text-align: center;"><b>PRODUCTION</b></p> <p><b>Mini – presentation</b></p> <p>Have Ss to work in group of three. Base on the information in the table, ask Ss to make a mini presentation about the celebrations.</p> <p><i>Note:</i> It is suggested that each student present one celebration and Ss should use the language of speech that Ss learned in unit 7.</p> <p>Give suggested <i>Answers:</i></p> <p><i>Good morning, everybody. It's my pleasure to be here today to tell you about one of the biggest celebrations in Viet Nam. It is Lunar New Year festival or Tet. This is the most important family gatherings which falls in late January or early February...</i></p>	Group work and individual work
3'	<p style="text-align: center;"><b>WRAPPING</b></p> <p>Summarize main points.</p> <p>Assign homework.</p>	Whole class

## VI. SUPPLEMENTS

### LIST OF CELEBRATIONS IN THE USA

NATIONAL CELEBRATIONS	
Celebrations	Day celebrated
1. New Year's Day	January 1
2. Martin Luther King Day	Third Monday in January
3. Abraham Lincoln's Birthday	February 12
4. George Washington's Birthday	February 22
5. Arbor Day	April 22
6. Mother's Day	Second Sunday in May

7. Memorial Day	Last Monday in May
8. Flag Day	June 14
9. Father's Day	Third Sunday in June
10. Independence Day	July 4
11. Labor Day	First Monday in September
12. Columbus Day	Second Monday in October
13. Veterans' Day	November 11
14. Thanksgiving Day	Forth Thursday in November
15. Christmas Day	December 25
RELIGIOUS CELEBRATIONS	
16. Passover	March/April
17. Easter	(A Sunday in March or April)
18. Hanukkah	November/December
FUN DAYS	
19. St. Valentine's Day	February 14
20. April fool's Day	April 1
21. Halloween	October 31

## **PERIOD 2**

### **(SPEAK)**

#### **I. AIMS**

Giving and responding to a compliment.

#### **II. OBJECTIVES**

By the end of the lesson, Ss will be able to give and respond to a compliment for common situations.



### III. MATERIALS

Textbook, whiteboard markers...

### IV. ANTICIPATED PROBLEMS

Ss may not have the habit of giving and responding to compliments.

### V. PROCEDURE

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
5'	<p style="text-align: center;"><b>WARM – UP</b></p> <p><b>Q&amp;A</b></p> <p><i>When do people give a compliment to others?</i></p> <p><i>Do you usually give a compliment? On which occasion? To whom?</i></p> <p><i>Do you know how to respond to it?</i></p>	Whole class
10'	<p style="text-align: center;"><b>PRESENTATION</b></p> <p><b>Vocabulary pre-teach</b></p> <p>Contest (English speaking contest) (n): <i>competition</i></p> <p>Take part in (v): <i>participate</i></p> <p>Charity program/activities (n): <i>voluntary actions given to people in need or distress.</i></p> <p>Activist (n): <i>peoson who actively take part in social work</i></p> <p>Nominate (v): <i>appoint</i></p> <p><b>Checking technique</b></p> <p><b><i>Slap the board</i></b></p> <p>Divide class into groups.</p> <p>Write all the words on the board.</p> <p>Ask Ss in each groups to stand in a distance from from the board.</p>	Whole class and group work

	<p>Say the Vietnamese meaning and Ss have to go to the board and slap on the word which has that meaning.</p> <p>The first Ss slaps on the right word is the winner.</p> <p>Introduce the structures to give and respond to a compliment.</p> <table border="1" data-bbox="418 447 1044 764"> <thead> <tr> <th data-bbox="418 447 719 506">Give a compliment</th> <th data-bbox="719 447 1044 506">Respond to a compliment</th> </tr> </thead> <tbody> <tr> <td data-bbox="418 506 719 569"><i>Well done</i></td> <td data-bbox="719 506 1044 569"><i>Thanks</i></td> </tr> <tr> <td data-bbox="418 569 719 674"><i>That's a great/an excellent...</i></td> <td data-bbox="719 569 1044 674"><i>It's nice of you to say so.</i></td> </tr> <tr> <td data-bbox="418 674 719 764"><i>Let me congratulate you on</i></td> <td data-bbox="719 674 1044 764"><i>That's very kind of you.</i></td> </tr> </tbody> </table> <p>Demonstrate by the first situation in the book.</p> <p><i>Trang has just won the first prize in the English speaking contest.</i></p> <p>Example:</p> <p><i>Mai: Well done, Trang.</i></p> <p><i>Trang: Thanks.</i></p> <p><i>Note:</i> Depend on Ss' level, Ts are suggested to introduce more structures to give and respond to a compliment.</p>	Give a compliment	Respond to a compliment	<i>Well done</i>	<i>Thanks</i>	<i>That's a great/an excellent...</i>	<i>It's nice of you to say so.</i>	<i>Let me congratulate you on</i>	<i>That's very kind of you.</i>	
Give a compliment	Respond to a compliment									
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<i>That's a great/an excellent...</i>	<i>It's nice of you to say so.</i>									
<i>Let me congratulate you on</i>	<i>That's very kind of you.</i>									
10'	<p style="text-align: center;"><b>PRACTICE</b></p> <p>Ask Ss to work in pair. Read the situations in the book and then give and respond to appropriate compliments.</p> <p>Call on some pairs to practice the dialogue before class.</p>	Pair work								

	<p>Feedback and give suggested answers.</p> <p>b) <i>Mother: Well done, Huyen.</i> <i>Huyen: Thanks, Mom.</i></p> <p>c) <i>Friends: Congratulations on your nomination, Tuan.</i> <i>Tuan: It's nice of you to say so.</i></p> <p>d) <i>You: That's excellent drawing, Hoa.</i> <i>Hoa: That's very nice of you to say so.</i></p>	
15'	<p style="text-align: center;"><b>PRODUCTION</b></p> <p>Tell Ss to work with another partner: Think of the situations in which you can compliment your friends and respond from him/her or them, then make up dialogues with your partner.</p> <p>If Ss have difficulty in thinking of situations, Ts may give suggestions such as <i>passing the final/entrance exam, graduating from university, winning the first prize in a singing contest, having finished making a birthday card,...</i></p> <p>Call on some pairs to practice the dialogue in front of class.</p> <p>Feedback and give suggested <b>Answers:</b> <i>Hung: Well done, Bao.</i> <i>Bao: Thank you a lot.</i></p> <p style="text-align: center;">***</p> <p><i>Trang: Let me congratulate you on your graduation.</i> <i>Huong: That's very kind of you.</i></p> <p style="text-align: center;">***</p>	Pair work

	<p><i>Minh: Congratulation! That's an excellent performance!</i></p> <p><i>Hoa: It's nice of you to say so.</i></p> <p style="text-align: center;">***</p> <p><i>Hoang: Well done! It's a great cake.</i></p> <p><i>Linh: Thanks.</i></p>	
5'	<b>WRAPPING</b>	Whole class
	<p>Summarize main points.</p> <p>Assign homework.</p>	

## VI. SUPPLEMENTS

### Game

#### Jumbled words

Ask Ss to work in group and play the game with the words Ss have studied. See Instructions in *Appendix 2*.

## Period 3 (LISTEN)

### I. AIMS

Listening for specific information: Fill in missing words.

Updating information about Auld Lang Syne

### II. OBJECTIVES

By the end of the lesson, Ss will be able to complete a song by filling the missing words and update themselves with the information about one of the best known songs in English-speaking countries.

### III. MATERIALS

Textbook, whiteboard markers, cassette,...

### IV. ANTICIPATED PROBLEMS

Ss may know little or even nothing about *Auld Lang syne*

## V. PROCEDURE

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	<p style="text-align: center;"><b>WARM – UP</b></p> <p><b>Brainstorming</b></p> <p>Ask Ss to work in group and make the list of things people in western countries do on New Year's Eve.</p> <p>Gather ideas by calling on some Ss to say about that.</p> <p>Things done on New Year's Eve:</p> <p><i>Holding parties</i></p> <p><i>Dancing</i></p> <p><i>Drinking</i></p> <p><i>Exchanging best wishes</i></p> <p><i>Giving presents</i></p> <p><i>Singing</i></p> <p><i>Making resolutions (setting goals for new year)</i></p> <p>.....</p>	Group work
10'	<p style="text-align: center;"><b>PRE–LISTENING</b></p> <p><b>Set the scene</b></p> <p>On New Year's Eve, many people in western countries hold parties which last until late into the night. It is traditional to greet the new year at midnight and celebrate the first minutes of the year in the company of friends and family. People may dance, sing, and drink a toast to the year ahead. After the celebrations, it is time to make new year resolutions, and these are a list of decisions about how to live in the</p>	Whole class and individual work

	<p>coming year. Horns are blown at midnight, and people hug and kiss to begin the new year with much love and happiness. <i>Auld Lang Syne</i>, with words by Robert Burns, is often sung at midnight on New Year's Eve. <i>Auld lang Syne</i> is one of the best known songs in English-speaking countries. <i>Auld lang Syne</i> means The times gone past; the good old days. In Scots Auld = old; lang = long; syne = since.</p> <p><b>Vocabulary pre-teach</b></p> <p>Acquaintance (n): <i>person who knows slightly</i></p> <p>Bring to mind (v): <i>remember</i></p> <p>Kindness (n): <i>being kind to others</i></p> <p>Trusty (a): <i>trustworthy, believable</i></p> <p><b>Checking technique</b></p> <p><b>Matching</b></p> <p>Ask Ss to work independently and match the new words with the appropriate definitions.</p> <table border="1" data-bbox="428 961 1036 1192"> <tr> <td>1. Acquaintance</td> <td>a. trustworthy</td> </tr> <tr> <td>2. Bring to mind</td> <td>b. person you know</td> </tr> <tr> <td>3. Kindness</td> <td>c. remember</td> </tr> <tr> <td>4. Trusty</td> <td>d. being kind to others</td> </tr> </table> <p><b>Answers:</b></p> <p>1. b 2. c 3. d 4. a</p>	1. Acquaintance	a. trustworthy	2. Bring to mind	b. person you know	3. Kindness	c. remember	4. Trusty	d. being kind to others	
1. Acquaintance	a. trustworthy									
2. Bring to mind	b. person you know									
3. Kindness	c. remember									
4. Trusty	d. being kind to others									
15'	<p style="text-align: center;"><b>WHILE-LISTENING</b></p> <p>Ask Ss to read the song and guess the missing words.</p> <p>Play the tape several times if necessary.</p> <p>Tell Ss to compare the answers with a friend.</p>	Individual work								

<p>Call on some Ss to read /sing the song aloud in front of class.</p> <p>Feedback and give correct <i>Answers</i>:</p> <ul style="list-style-type: none"> <li>a. <i>day</i></li> <li>b. <i>take</i></li> <li>c. <i>mind</i></li> <li>d. <i>hand</i></li> <li>e. <i>kindness</i></li> </ul> <p>Tape transcript</p> <p><i>Auld Lang Syne</i></p> <p><i>Should auld acquaintance be forgot</i>  <i>And never brought to mind?</i></p> <p><i>Should auld acquaintance be forgot</i>  <i>And <b>days</b> of auld lang syne?</i></p> <p><i>For auld lang syne, my dear,</i>  <i>For auld lang syne,</i>  <i>We'll <b>take</b> a cup of kindness yet,</i>  <i>For auld lang syne.</i></p> <p><i>Should auld acquaintance be forgot</i>  <i>And never brought to <b>mind</b>?</i></p> <p><i>Should auld acquaintance be forgot</i>  <i>And days of auld lang syne?</i></p> <p><i>And here's a <b>hand</b>, my trusty friend</i>  <i>And gie's a hand o'thine</i>  <i>We'll tak' a cup o' <b>kindness</b> yet.</i>  <i>For auld lang syne.</i></p> <p>To make it clear, Ts are suggested to give the translation of the original Scots version into standard English. (See <i>Supplements</i> for English version)</p>	
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7'	<p style="text-align: center;"><b>POST-LISTENING</b></p> <p>Ask Ss to work in group and discuss:          What do you and your family usually do on          New Year's Eve (Lunar new Year)?</p> <p><b>Suggested <i>Answers:</i></b>  <i>Go out in the streets</i>  <i>See fireworks display</i>  <i>Hold year-end party</i>  <i>Wait for lucky money</i></p>	Group work
3'	<p style="text-align: center;"><b>WRAPPING</b></p> <p>Summarize main points.          Assign homework.</p>	Whole class

## V. SUPPLEMENTS

### *Further reading*

Standard English version for *Auld Lang Syne*

<b>Scots</b>	<b>English</b>
Should auld acquaintance be forgot And never brought to mind? Should auld acquaintance be forgot And days of auld lang syne? For auld lang syne, my dear, For auld lang syne, We'll take a cup of kindness yet, For auld lang syne. Should auld acquaintance be forgot And never brought to mind? Should auld acquaintance be forgot And days of auld lang syne? And here's a hand, my trusty friend And gie's a hand o'thine We'll tak' a cup o' kindness yet. For auld lang syne.	Should old acquaintances be forgotten and never remembered Should old acquaintance be forgotten For old long ago? For old long ago, my dear For old long ago We will take a cup of kindness yet For old long ago Should old acquaintances be forgotten and never remembered Should old acquaintance be forgotten For old long ago? And here's a hand my trusty friend And give me a hand of yours We'll take a cup of kindness yet For old long ago



## Period 4 (READ)

### I. AIMS

Reading for main ideas and specific information.

### II. OBJECTIVES

By the end of the lesson, Ss will be able to get to know about more one of the important celebrations in Australia and the USA: Father's Day through the readings about opinions, feelings and memories of children about their fathers.

### III. MATERIALS

Textbook, whiteboard markers...

Handouts with further information about Father's Day.

### IV. PROCEDURE

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	<p style="text-align: center;"><b>WARM – UP</b></p> <p><b>Table completion</b></p> <p>Divide Ss into small groups. Each group is given a piece of card containing 10 important celebrations in Vietnam and their dates. The card is in two columns: celebration and date. Ss have to complete the table by filling either the date or celebration.</p> <p>Group with the completed table in the shortest time will be the winner.</p>	Group work

Celebration	Date
1.	1.1*
2. Valentine's Day	
3.	8.3
4. April Fool's Day	
5.	30.4
6. May Day	
7.	15.8*
8.	20.11
9. People's Army founding anniversary	
10.	24.12

*Note:* \* According to Lunar calendar

**Answers:**

Celebration	Date
11. Lunar New Year	1.1*
12. Valentine's Day	14.2
13. International Women's Day	8.3
14. April Fool's Day	1.4
15. Victory Day	30.4
16. May Day	1.5
17. Mid Fall Festival	15.8*
18. Teacher's Day	20.11
19. People's Army Founding Anniversary	22.12
20. Christmas	24.12

This can be organized as Matching game.

7'	<p style="text-align: center;"><b>PRE-READING</b></p> <p><b>Vocabulary pre-teach</b></p> <p>Lose heart (v): <i>feel discouraged</i></p> <p>Groom (n): <i>the man on his wedding day</i></p> <p>Hug (v): <i>embrace</i></p> <p>Considerate (a): <i>thoughtful for other's feelings and behaviors</i></p> <p>Generous (a): <i>open-handed, free to give</i></p> <p>Priority (n): <i>an interest should be given more attention</i></p> <p>Sense of humor (n): <i>quality of being amusing</i></p> <p>Distinguish (v): <i>identify</i></p> <p>Terrific (a): <i>horrible, terrible</i></p> <p>Proud of (a): <i>feeling or showing pride on smt/smb</i></p> <p><b>Checking technique</b></p> <p><b>Sentence modeling</b></p> <p>Ask Ss to make sentences with the new words given. Make sure Ss understand the meaning of the words.</p>	Whole class
15'	<p style="text-align: center;"><b>WHILE-READING</b></p> <p><b>Set the scene</b></p> <p>Father's Day is the time when children show the feelings, respect and great love to their fathers. The followings are opinions, feelings and memories of children about their fathers.</p> <p>Divide class into three groups. Each group reads one passage answer questions about it.</p> <p>Rita (from Australia)</p>	Individual work

	<p><i>Who do you think Rita sends this card to?</i></p> <p><i>What does that person teach her?</i></p> <p><i>Does she love him/her?</i></p> <p>Jane (USA)</p> <p><i>Is Jane's father alive or dead? How do you know this?</i></p> <p><i>Has Jane got married? If yes, what did her father do on her wedding day?</i></p> <p>Bob (Australia)</p> <p><i>Can you name some qualities that Bob's father has? Which one makes him different from others?</i></p> <p><i>Is Bob proud of his father?</i></p> <p>Call on representatives from each group to read the answers aloud.</p> <p>Make any necessary corrections.</p> <p>Give correct <b>Answers:</b></p> <p>Rita (Australia)</p> <p><i>To her father.</i></p> <p><i>He teaches her how to love, cry and laugh.</i></p> <p><i>Yes, she does.</i></p> <p>Jane (USA)</p> <p><i>He is possibly dead. These ideas may tell about that: "...how much you are missed...,... I now have children, Dad..."</i></p> <p><i>Yes. She is married with some children. On her wedding day, her father stood and gave her a hug.</i></p> <p>Bob (Australia)</p> <p><i>He's considerate, generous, and humorous.</i></p>	
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	<p><i>His sense of humor makes him different from others.</i></p> <p><i>Yes, he is.</i></p> <p>Ask Ss one additional question:</p> <p><i>What image of a father can you draw from the three passages?</i></p> <p><i>(A father can be a teacher, a care taker and a friend.)</i></p> <p>Call on some Ss to read the passages aloud.</p> <p>Check Ss' pronunciation and give necessary correction.</p>	
10'	<p style="text-align: center;"><b>POST – READING</b></p> <p>Tell Ss to work in small groups of 3 to 4 and discuss about their fathers.</p> <p>Suggested questions are:</p> <p><i>Can you tell me about your father?</i></p> <p><i>How old is he?</i></p> <p><i>What does he do?</i></p> <p><i>What does he look like?</i></p> <p><i>What do you like best about him?</i></p> <p><i>What are your feelings and opinions about him?</i></p> <p><i>Which memories do you have about your father that you remember until now?</i></p> <p>...</p>	Group work
3'	<p style="text-align: center;"><b>WRAPPING</b></p> <p>Summarize main points.</p> <p>Assign homework.</p>	Whole class

## **VI. SUPPLEMENTS**

### ***Further reading***

#### **Father's Day (Third Sunday in June)**

The United States is one of the few countries in the world that has an official day on which fathers are honored by their children. On the third Sunday in June, fathers all across the United States are given presents, treated to dinner or made to feel special.

The origin of father's Day is not clear. Some say that it began with a church service in West Virginia in 1908. Others say the first father's Day ceremony was held in Vancouver, Washington. However, until 1924, fathers have been honored and recognized by their families throughout the country on the third Sunday in June.

On this Day, if children can't visit their fathers or take them out to dinner, they send a greeting card. Traditionally, fathers prefer greeting cards that contain too many feelings. Most greeting cards are funny so fathers laugh when they open them. Some give heartfelt thanks for being there whenever the child needed Dad.

## **Period 5 (WRITE)**

### **I. AIM**

Writing a letter to a friend.

### **II. OBJECTIVES**

By the end of the lesson, Ss will be able to write a letter to a friend to share their ideas about a particular issue (There should be a Day for Mother or Father in Viet Nam ).

### **III. MATERIALS**

Textbook, whiteboard markers...

### **IV. ANTICIPATED PROBLEMS**

Ss may find it difficult to find ideas and arrange them in a writing.

## V. PROCEDURE

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>																		
7'	<p style="text-align: center;"><b>WARM – UP</b></p> <p><b>Classification</b></p> <p>Provide a number of words and ask Ss to work in groups to classify them under three headings: <i>who, which</i> and <i>when</i>.</p> <p><i>New Year's Eve, gift, songs, people, friend, Australian, tourist, Mother's Day, National Day, season, cake, keyboard, Mid-Autumn Festival...g84</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th><b>Who</b></th> <th><b>Which</b></th> <th><b>When</b></th> </tr> </thead> <tbody> <tr> <td>People</td> <td>Gift</td> <td>New Year's</td> </tr> <tr> <td>Friend</td> <td>Songs</td> <td>Eve</td> </tr> <tr> <td>Australian</td> <td>Cake</td> <td>Mother's Day</td> </tr> <tr> <td>Tourist</td> <td>Keyboard</td> <td>National Day</td> </tr> <tr> <td></td> <td></td> <td>Mid-Autumn Festival</td> </tr> </tbody> </table>	<b>Who</b>	<b>Which</b>	<b>When</b>	People	Gift	New Year's	Friend	Songs	Eve	Australian	Cake	Mother's Day	Tourist	Keyboard	National Day			Mid-Autumn Festival	Group work
<b>Who</b>	<b>Which</b>	<b>When</b>																		
People	Gift	New Year's																		
Friend	Songs	Eve																		
Australian	Cake	Mother's Day																		
Tourist	Keyboard	National Day																		
		Mid-Autumn Festival																		
10'	<p style="text-align: center;"><b>PRE-WRITING</b></p> <p><b>Vocabulary pre-teach</b></p> <p>Essential (a): <i>necessary</i></p> <p>Enhance (v): <i>improve</i></p> <p>Tradition (n): <i>belief or custom handed down from one generation to another</i></p> <p>Day off (n): <i>a day away from work or school</i></p> <p>Outdoor &gt; &lt; indoor</p> <p>Support (v): <i>in favor of</i></p>	Whole class and group work																		

	<p>Nationwide (n): <i>all over the country</i></p> <p><b>Checking technique</b></p> <p><b><i>Rub out and remember</i></b></p> <p>Write all the 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><b>Brainstorming</b></p> <p>Ask Ss to keep the book closed.</p> <p><b>Set the scene</b></p> <p>In Viet Nam people do not celebrate Mother's Day or father's Day. You think it is necessary to have a day to celebrate for your mom and another for your dad. Write to a friend to share this idea. Now work with a friend to brainstorm the reasons for celebrating, when and how to celebrate these Days.</p> <p>Gather some ideas and tell Ss to open the book.</p>	
15'	<p style="text-align: center;"><b>WHILE – WRITING</b></p> <p>Ask Ss to follow the outline and work independently to write a letter to a friend as instructed.</p> <p>Ask Ss to compare their writing with a friend. Call some Ss to read their writing aloud in front of class.</p> <p>Comment and give suggested answer:</p> <p><i>In my opinion, it is important to have a day to</i></p>	Individual work



	<p><i>celebrate for our parents.</i></p> <p><i>The first reason for this is that, on these occasion, children will have a special day to express their feelings, memories and great love for their parents. We have an opportunity to enhance family traditions. Besides, members of families can have a chance to get together, to know one another and to help one another.</i></p> <p><i>I think first Sunday of April is the most suitable day to celebrate because Sunday is a day off so everybody is free from work or study. Moreover, April is in late spring or early summer, and the weather is generally fine at this time of the year, many activities can happen outdoor.</i></p> <p><i>It is not necessary to have parties but it's good idea to have a family gathering when members have lunch or dinner together. Children should give their parents flowers, send them cards, or bring them a special cake. Children also should serve their parents the food that they like best.</i></p> <p><i>In conclusion, I believe the idea will be supported and the day will be celebrated nationwide because everybody loves their parents and wants their parents to be happy.</i></p>	
10'	<p style="text-align: center;"><b>POST-WRITING</b></p> <p><b><i>Peer correction</i></b></p> <p>Ask Ss to work with a friend, exchange their writings and correct for each other. Ss are asked to recognize their friend's mistakes in the writing and offer the suggested corrections.</p> <p>Pick up some typical writings to correct in</p>	Pair work

	front of class.	
3'	<b>WRAPPING</b> Summarize main points. Assign homework.	Whole class

## VI. SUPPLEMENTS

**Class activity** How do your classmates celebrate special days and times? Go around the class and ask questions below. If someone answers *yes*, write down his or her name, ask for more information and take notes.

**Example:**

*A: Does you have big family gatherings?*

*B: Yes, we do.*

*A: what do you do when you get together?*

*B: Well, we have a big meal. After we eat, we listen to the song Happy New Year.*

Questions	Name	Notes
1. Does your family have big gatherings?		
2. Do you ever buy flowers for someone special?		
3. Do you often take friends out to dinner?		
4. Do you wear your national dress on special days?		
5. Has someone given you money recently as a gift?		
6. Do you like to celebrate your birthday with a party?		
7. Do you ever send birthday cards?		
8. Do you drink champagne at special events?		
9. Is New Year your favorite time of the year?		
10. Do you see firework display on New Year's Eve?		

## Period 6 (LANGUAGE FOCUS)

### I. AIM

Practicing the relative clauses and adverb clauses of concession with a series of exercises.

### II. OBJECTIVES

- By the end of the lesson, Ss will be able to:
- recognize and distinguish relative clauses.
  - know how to use them in various situations.

### III. MATERIALS

Textbook, whiteboard markers, ...  
Handouts on additional exercises.

### IV. ANTICIPATED PROBLEMS

Ss may have difficulty in distinguishing defining and non-defining clauses.

### V. PROCEDURE

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<p style="text-align: center;"><b>WARM – UP</b></p> <p><b>Relative clause completion</b></p> <p>Ask Ss to work in groups.</p> <p>Say the first clause of a complex sentence.</p> <p>Call at random on members of the groups to complete the sentences. Ss can use their own ideas but they have to make sense.</p>	Group work

	<p>Ss with no reaction (no answers) in less than 5 seconds will be the loser.</p> <p>Sentences need to be completed:</p> <ol style="list-style-type: none"> <li>1. <i>New Year's Eve is the night when.....</i></li> <li>2. <i>April Fools' Day is a day when .....</i></li> <li>3. <i>May Day is the day when.....</i></li> <li>4. <i>Valentine's Day is the day when.....</i></li> <li>5. <i>July 4 is the day when.....</i></li> <li>6. <i>Mother's Day is the day.....</i></li> <li>7. <i>.....</i></li> </ol>	
10'	<p style="text-align: center;"><b>PRESENTATION 1</b></p> <p>Tell Ss how to identify a relative clause</p> <p>Compare:</p> <p><i>Crowded holiday resorts are not very pleasant.</i></p> <p><i>Holiday resorts which are crowded are not very pleasant.</i></p> <p>The word <b><i>crowded</i></b> in the first sentence is an adjective, <b><i>which are crowded</i></b> is a clause (it has a finite verb: <b><i>are</i></b>). The clause is doing exactly the same work as the adjective: it is describing the holiday resorts. So we can call it an adverbial clause, or (more usually) a relative clause because it "relates" to the noun, in this case, by means of the word <i>which</i>. Relative clauses can describe persons, things and events. The appropriate relative pronouns are <i>who</i>, <i>which</i>, and <i>when</i>.</p> <p>There are two kinds of relative clause in written language.</p> <p>Relative clauses without comas are called <b><i>defining</i></b> or <b><i>identifying clauses</i></b>. They provide</p>	Whole class

	<p><u>essential information</u> about the subject or object.</p> <p><i>Ex: What kind of book will be popular?</i></p> <p><i>The book which contains pictures.</i></p> <p>Relative clauses with comas are called <b><i>non-defining clauses</i></b>. They provide <u>additional information</u>, which can be omitted/removed.</p> <p><i>Ex: The book, which contains pictures, will be popular.</i></p> <p><i>Note: Ts are suggested to give more examples to illustrate the point.</i></p>	
8'	<p style="text-align: center;"><b>PRACTICE 1</b></p> <p>Tell Ss to do exercise 1. Join the sentences. Use relative clauses.</p> <p>Example:</p> <p><i>Tet is a festival. Tet occurs in late January or February. →</i></p> <p><i>Tet is a festival which occurs in late January or February.</i></p> <p>Ask Ss to compare the answers with a friend.</p> <p>Make necessary corrections and give correct <b>Answers:</b></p> <ul style="list-style-type: none"> <li><i>a) Auld Lang Syne is a song which is sung on New Year Eve</i></li> <li><i>b) This watch is a gift which was given to me by my aunt on my 14<sup>th</sup> birthday.</i></li> <li><i>c) My friend Tom, who sings Western folk songs very well, can compose songs.</i></li> <li><i>d) We often go to the town cultural house, which always opens on public holidays.</i></li> </ul>	Individual work and pair work

	<p>e) <i>I like reading books which tell about different peoples and their cultures.</i></p> <p>f) <i>On my mom's birthday my dad gave her roses, which were very sweet and beautiful.</i></p> <p>g) <i>Judy likes the full-moon festival, which is celebrated in mid-fall, very much.</i></p> <p>h) <i>Tomorrow I'll go to the airport to meet my friends, who come to stay with us during the Christmas.</i></p>	
5'	<p style="text-align: center;"><b>PRACTICE 2</b></p> <p>Ask Ss to study the pictures in the book and use the relative clauses to describe each of the people in the pictures. Follow the examples in the book.</p> <p><i>I am the boy who is wearing a white T-shirt.</i></p> <p><i>My Aunt Judy is the woman who is holding Jack.</i></p> <p>Call on some Ss to read their answers aloud.</p> <p>Give suggested <b>Answers:</b></p> <p><i>Mom is the woman who is sitting in an armchair receiving a gift from the little girl.</i></p> <p><i>Dad is the man who is standing behind my sister.</i></p> <p><i>Linda is the little girl who is wearing a pink dress/giving a gift to Mom.</i></p> <p><i>Grandmother is the woman who is wearing a violet blouse/giving a gift to the baby.</i></p> <p><i>Uncle John is the man who is wearing a pink jumper.</i></p> <p><i>Jack is the little boy who is sitting on his mother's lap.</i></p>	Individual work

5'	<p style="text-align: center;"><b>PRESENTATION 2</b></p> <p><i>Though, although, even though</i> (dự , mặc dự ) + <i>clause</i></p> <p>These express the opposite ideas.</p> <p>Example: <i>Thu Ha is not satisfied with her preparations for Tet <b>even though</b> she has decorated her house and made plenty of cakes.</i></p>	Whole class
5'	<p style="text-align: center;"><b>PRACTICE 3</b></p> <p>Have Ss do exercise 3. Join the sentences. Use the words in the brackets.</p> <p>Ask Ss to compare the sentences with a friend.</p> <p>Call on some Ss to read their answers in front of the class.</p> <p>Feedback and give correct answers. Notice that there is no <b>but</b> in the complex sentences with <i>though, although, even though</i>.</p> <p>a) <i>Although we don't have a Mother's Day in Viet Nam, Dad and I have special gifts and parties for my Mom every year on the 8<sup>th</sup> of March.</i></p> <p>b) <i>We went to Hanoi to watch the parade on the National Day last year even though we live in Nam Dinh.</i></p> <p>c) <i>Many tourists enjoy festivals in Vietnam though they don't understand Vietnamese culture very much.</i></p> <p>d) <i>Even though in Australia Christmas season is in summer, Australians enjoy Christmas as much as people in European countries do.</i></p>	Pair work

	e) <i>Although Jim came to the show late due to the traffic jam, he could see the main part of the show.</i>	
5'	<p style="text-align: center;"><b>PRACTICE 4</b></p> <p>Tell Ss to do exercise 4. Look at the pictures. Complete the sentences by using <i>though, although, even though</i>. Use the correct tense of the verbs and the information.</p> <p>Let Ss check their answers for each other.</p> <p>Feedback and give correct <b>Answers:</b></p> <p>a) <i>Although Mrs. Thoa was tired, she helped Tuan with his homework.</i></p> <p>b) <i>Even though Liz has an examination tomorrow, she is still watching TV now.</i></p> <p>c) <i>It rained yesterday although the weather bureau predicted the weather would be fine.</i></p> <p>d) <i>Ba ate a lot of food though he wasn't hungry.</i></p> <p>e) <i>Even though the keyboard wasn't working well, Mary tried to finish letter.</i></p>	Individual work



# UNIT 9

## NATURAL DISASTERS

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### Period 1

#### (GETTING STARTED & LISTEN AND READ)

#### I. AIM

Listening and reading a dialogue for detail information about a weather forecast.

#### II. OBJECTIVES

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

- get to know and use new words about weather.
- understand the information in a weather forecast.

#### III. MATERIALS

Textbook, whiteboard markers, cassette...

Posters, pictures about weather.

#### IV. ANTICIPATED PROBLEMS

Ss may have difficulty with some new words about weather like *snowstorm, earthquake, volcano...*

#### V. PROCEDURE

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<b>WARM – UP</b> <b>Guessing game</b>	Whole class

	<p>Provide three clues about the word <i>weather forecast</i>. Ss have to guess the word. If Ss can guess the word in the first clue they get 30 points, 20 in the second clue and 10 in the third clue.</p> <ol style="list-style-type: none"> <li>1. We know whether it is going to rain or to be sunny if we watch this program.</li> <li>2. It is usually broadcasted on TV after the news.</li> <li>3. It starts with letter <i>w</i>.</li> </ol> <p><b>Answer:</b> <i>Weather forecast</i></p> <p>Ask Ss some questions about the topic: <i>Do you usually watch the weather forecast?</i> <i>Do you think weather forecasts are truthful?</i> ...</p>	
10'	<p style="text-align: center;"><b>PRESENTATION</b></p> <p><b>Vocabulary pre-teach</b></p> <p>Explain the words in the book:</p> <p>Snowstorm (n): <i>heavy fall of snow especially with wind</i></p> <p>Earthquake (n): <i>convulsion of the earth's surface.</i></p> <p>Volcano (n): <i>mountain or hill with openings through which ashes and gases are ejected.</i></p> <p>Typhoon (n): <i>violent storm especially in East Asian seas.</i></p> <p>Ask Ss to match the picture to the correct words and then compare their answer with a partner's.</p> <p>Give correct <b>Answers:</b></p>	Whole class and group work

	<p>1. <i>snowstorm</i>  2. <i>earthquake</i>  3. <i>volcano</i>  4. <i>typhoon</i></p> <p>Tell Ss to look at the pictures on page 75 and answer:  <i>In which program do we see these pictures?</i>  <i>(in weather forecast)</i></p> <p>Set the scene:  <i>Thuy is talking to her grandmother while they are watching a weather forecast on TV. Now look at the book and listen to the tape.</i></p>	
15'	<p style="text-align: center;"><b>PRACTICE</b></p> <p>Play the tape more than once if necessary.  Ask Ss to practice the dialogue in a group of three.  Make any pronunciation corrections if necessary.  Have Ss work independently and fill in each blank one word and phrase from the dialogue.  Call on some Ss to read aloud their completed sentences in front of class.  Give correct <b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. <i>Thuy's grandmother wants her to <b>turn up</b> the volume on TV because she wants to listen to the <b>weather forecast</b>.</i></li> <li>2. <i>It will be <b>raining</b> along the coast of Thanh Hoa.</i></li> <li>3. <i>The <b>central highlands</b> will experience <b>thunderstorms</b>.</i></li> </ol>	Individual and pair work

	<p>4. <i>Ho Chi Minh City will <b>have temperatures</b> between 27°C and 35°C.</i></p> <p>5. <i>Although Thuy's grandmother doesn't trust <b>weather forecasts</b>, she likes watching them.</i></p> <p>Ask Ss to read the dialogue more carefully and decide whether the following statements are true or false. Correct the false ones.</p> <ol style="list-style-type: none"> <li>1. <i>There won't be any sunshine in Ha Noi.</i></li> <li>2. <i>Temperature in Hue will be over 30°C.</i></li> <li>3. <i>It will be cloudy in Cuu Long Delta.</i></li> <li>4. <i>Thuy is going out for a picnic with her old friends.</i></li> <li>5. <i>Thuy's grandmother asks her to bring along a warm coat.</i></li> <li>6. <i>Thuy follows her grandmother's advice.</i></li> </ol> <p>Tell Ss to compare their answers with a friend. Ask them to point out the information to correct the false statements.</p> <p>Call on some Ss to explain their answers in front of class.</p> <p>Comment and give correct <b>Answers</b>:</p> <ol style="list-style-type: none"> <li>1. <i>False. (It will be sunny.)</i></li> <li>2. <i>False. (The temperatures will be between 25°C and 30°C.)</i></li> <li>3. <i>True.</i></li> <li>4. <i>True.</i></li> <li>5. <i>False. (She asked Thuy to bring along a raincoat.)</i></li> <li>6. <i>True.</i></li> </ol>	
10'	<p style="text-align: center;"><b>PRODUCTION</b></p> <p>Ask Ss to work in group of 3 to 4 and discuss to make a weather forecast for the following day in Viet Nam.</p>	Group work

	Call on some representatives from groups to read their forecast aloud in front of class. Comment and make necessary corrections.	
3'	<b>WRAPPING</b> Summarize main points. Assign homework.	Whole class

## VI. SUPPLEMENTS

### *Exercise*

#### **Read the following weather forecast and answer the questions**

And now here's the weather forecast for the next twenty-four hours. I'll divide the country into three, starting with the North West and the North East of the country. Well, There'll be some early morning mists, and after that it'll be mainly dry and sunny, but quite cold, with temperatures around six or seven. It should stay dry all day.

And now the South West. You can expect some rain in the morning and afternoon. There might be some storms, as well, with thunder and lightning. There'll be quite strong winds and the temperature will be lower than yesterday, around three or four degree.

The South East and the Midlands will see the best of today's weather. It'll be warmer than yesterday, no winds and sunshine nearly all day, with temperatures around ten or eleven, so quite warm for the time of year.

1. *What'll the weather be like in the North West and the North East of the country?*
2. *Will it be dry and sunny?*
3. *Will it rain in South West?*
4. *What is the temperature in the region?*
5. *What'll the weather be like in the South East and the Midlands?*
6. *Will the temperatures be lower then ten degree?*

### ***Answers***

- 1. It will be mainly dry and sunny but quite cold.*
- 2. Yes, it will be.*
- 3. Yes, it will be.*
- 4. The temperatures will be around three or four degree.*
- 5. It will be warmer than yesterday, no winds and sunshine nearly all day.*
- 6. No, it won't.*

## **Period 2 (SPEAK)**

### **I. AIM**

Practice speaking about preparations made for a typhoon.

### **II. OBJECTIVES**

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

- know what should be prepared for a typhoon.
- improve the discussion skills: agreeing and disagreeing

### **III. MATERIALS**

Textbook, whiteboard markers...

### **IV. ANTICIPATED PROBLEMS**

Ss may have no experience in preparing for a typhoon.

## V. PROCEDURE

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
5'	<p style="text-align: center;"><b>WARM-UP</b></p> <p><b>Q&amp;A</b></p> <p><i>Have there been any typhoons in our hometown?</i></p> <p><i>What should we do when there is a typhoon?</i></p> <p><i>Note: Ss can use Vietnamese to express their ideas if there are any difficulties. T may provide help later on.</i></p>	Whole class
10'	<p style="text-align: center;"><b>PRESENTATION</b></p> <p><b>Vocabulary pre-teach</b></p> <p>Canned food (n): <i>food preserved by canning</i></p> <p>Bucket: <i>container specially used for keeping water</i></p> <p>Fix the leak (v): <i>repair the damage of the tap where the water comes out.</i></p> <p>Roof (n): <i>a protective covering on the top of a building or a house</i></p> <p>Peg: <i>wooden pin for holding things</i></p> <p>Door latch (n): <i>doorlock that can only be opened from the outside with a key</i></p> <p>Power cut (n): <i>the loss of the electricity supply to an area.</i></p> <p>Available (a): <i>at hand, ready to use</i></p> <p>Damage (v): <i>destroy</i></p> <p><b>Checking technique</b></p> <p><b><i>Noughts and Crosses</i></b></p> <p>Draw a table containing 9 words in each cell.</p>	Whole class and group work

	<p>Divide Class into two groups: Noughts (O) and Crosses (X)</p> <p>Ask Ss to choose word in the cell and make a sentence with that word. A correct sentence with the given word will get one O or X. The group with 3 O or X vertically, horizontally or even diagonally will be the winner.</p> <table border="1" data-bbox="431 443 1044 596"> <tr> <td><i>Canned food</i></td> <td><i>Bucket</i></td> <td><i>Fix</i></td> </tr> <tr> <td><i>Power cut</i></td> <td><i>Peg</i></td> <td><i>Damage</i></td> </tr> <tr> <td><i>Door latch</i></td> <td><i>Roof</i></td> <td><i>Available</i></td> </tr> </table>	<i>Canned food</i>	<i>Bucket</i>	<i>Fix</i>	<i>Power cut</i>	<i>Peg</i>	<i>Damage</i>	<i>Door latch</i>	<i>Roof</i>	<i>Available</i>	
<i>Canned food</i>	<i>Bucket</i>	<i>Fix</i>									
<i>Power cut</i>	<i>Peg</i>	<i>Damage</i>									
<i>Door latch</i>	<i>Roof</i>	<i>Available</i>									
15'	<p style="text-align: center;"><b>PRACTICE</b></p> <p><b>Choosing possible answers</b></p> <p>Ask Ss to work in pairs, study the list and check what preparations should be made for a typhoon.</p> <p>Let them compare their choice with another pair.</p> <p>Call on some Ss to explain their answers.</p> <p>√ <i>Give possible answers</i></p> <p style="padding-left: 20px;"><i>Buying some canned food</i></p> <p style="padding-left: 20px;"><i>Painting the house</i></p> <p style="padding-left: 20px;"><i>Buying a dog</i></p> <p>√ <i>Buying candles</i></p> <p>√ <i>Buying matches</i></p> <p style="padding-left: 20px;"><i>Hiring some videos movies</i></p> <p>√ <i>Filling all buckets with water</i></p> <p>√ <i>Buying a ladder</i></p> <p style="padding-left: 20px;"><i>Washing your blankets</i></p> <p>√ <i>Fixing the leak in the roof</i></p>	Pair work									



<p>√ <i>Tying the roof to the ground with pegs and ropes</i></p> <p><i>Inviting some friends over a dinner</i></p> <p>√ <i>Checking all the windows and door latches</i></p> <p><b>Pair discussion</b></p> <p>Have Ss continue working in pairs but with a another partner.</p> <p>Ask them to talk about what they think they want to buy and do to prepare for a typhoon; explain why. The ideas in the box and the samples on page 77 may be helpful.</p> <p><i>Note:</i> Ss may use agreeing and disagreeing structures that they have learned.</p> <p>Call on some pairs to practice in front of class.</p> <p>Comment and give suggested <b>Answers:</b></p> <p>a)</p> <p><i>A: I think we should buy some candles and matches before a typhoon.</i></p> <p><i>B: Yes. I agree with you. Because there may be a power cut when the wind is strong.</i></p> <p>b)</p> <p><i>A: I think we should fill all the buckets with water.</i></p> <p><i>B: What for?</i></p> <p><i>A: It's necessary because the water pipes may be damaged by the typhoon.</i></p> <p>c)</p> <p><i>A: I think we should tie the roof to the ground with pegs and ropes.</i></p> <p><i>B: Just in case big trees may fall down. Because there must be strong wind blowing.</i></p> <p>...</p>	
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10'	<p style="text-align: center;"><b>PRODUCTION</b></p> <p><b>True / false repetition drill</b></p> <p>Say seven to ten statements about what we should do to prepare for a typhoon. If the statements are true (should do), Ss will repeat the statements. If the statements are false (shouldn't do), Ss will stay silent.</p> <p><b>Suggested statements</b></p> <ol style="list-style-type: none"> <li>1. We should buy some candles.</li> <li>2. We should invite some friends to dinner.</li> <li>3. We should buy a dog.</li> <li>4. ...</li> </ol>	Whole class
5'	<p style="text-align: center;"><b>WRAPPING</b></p> <p>Summarize main points.</p> <p>Assign homework.</p>	Whole class

## VI. SUPPLEMENTS

### *Exercise*

Match the word in A to the one in B to make complete words.

A	B
1. Canned	a. movie
2. Power	b. latch
3. Door	c. cut
4. Video	d. food

### *Answers:*

1. *d (canned food)*

2. *c (power cut)*

3. *b (door latch)*

4. *a (video movie)*

## Period 3 (LISTEN)

### I. AIM

Listening for specific information.

### II. OBJECTIVES

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

- get to know some ideas on how to live with earthquakes through sentence completion exercise.
- listen to the talk better, identify and catch key words for the answers.

### III. MATERIALS

Textbook, cassette, whiteboard markers...

Posters and pictures about earthquakes.

### IV. ANTICIPATED PROBLEMS

Ss may have not many ideas about earthquakes.

### V. PROCEDURE

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
5'	<b>WARM-UP</b> <b>Q&amp;A</b> <i>Do you know anything about earthquakes?</i> <i>Are they dangerous?</i> <i>Are there many earthquakes in Viet Nam?</i> <i>In which countries do earthquakes usually occur?</i> <i>What would you do if an earthquake occurred? (Before, while and after the earthquake)</i>	Whole class

10'	<p style="text-align: center;"><b>PRE-LISTENING</b></p> <p><b>Vocabulary pre-teach</b></p> <p>Fixture (n): <i>things fixed together in a position</i></p> <p>Block (v): <i>prevent movement from happening</i></p> <p>Zone (n): <i>area having particular features</i></p> <p>Roller (n): (translation) con quay</p> <p>Hanging potted plant (n): (translation) chậu hoa treo</p> <p>Container (n): <i>box, bucket etc made to contain things</i></p> <p>Doorway (n): <i>opening to the house</i></p> <p><b>Checking technique</b></p> <p><b>Jumbled words</b></p> <p>Write all the new words on the board. The letters in these words are not in good order.</p> <p>Ask Ss to work in pairs or groups and rearrange the letters to make correct words.</p>	Whole class and pair work
15'	<p style="text-align: center;"><b>WHILE LISTENING</b></p> <p><b>Set the scene</b></p> <p>An expert is giving a talk on how to live with earthquakes. Actually he will give us advice on what should we do before and during an earthquake. Listen to the talk and complete the table.</p> <p><i>Note:</i> Before listening to tape, tell Ss to read the table carefully make some useful guesses for the missing words in the blanks.</p> <p>Play the tape several times if necessary.</p> <p>Ask Ss to compare their answers with a friend.</p>	Individual work

	<p>Call on some Ss to read their answers aloud.  Feedback and give correct answers. Play the tape again and stop at each answer.</p> <p><b>Answers:</b></p> <p><b>Heavy fixtures, furniture, and appliances:</b></p> <ul style="list-style-type: none"> <li>• <i>Place heavy books on the (1) bottom shelf of the bookshelf.</i></li> <li>• <i>Block the rollers on your (2) fridge and (3) washing machine.</i></li> </ul> <p><b>Flying glass:</b></p> <ul style="list-style-type: none"> <li>• <i>Check the (4) mirrors.</i></li> <li>• <i>Don't put your bed near (5) a window.</i></li> </ul> <p><b>Earthquakes drill:</b></p> <ul style="list-style-type: none"> <li>• <i>Stay (6) inside.</i></li> <li>• <i>Sit under (7) a strong table or (8) doorway.</i></li> <li>• <i>Stand in the (9) corner of the room.</i></li> </ul> <p>Tape transcript</p> <p><i>If you live in an earthquake zone, you should take some time to look around your house. Place heavy books on the bottom shelf of your bookshelves. Block the rollers on your fridge and washing machine to prevent them from moving. Put hanging potted plants in plastic containers. Check the mirrors in your bathroom and bedroom. Make sure they can't move. Don't put your bed next to a window.</i></p> <p><i>Planning where you are going to be during an earthquake is very important. The first</i></p>	
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	<i>thing to remember is to stay inside. Then you should sit under a strong table or doorway, or stand in the corner of the room.</i>	
10'	<p style="text-align: center;"><b>POST–LISTENING</b></p> <p>Have Ss work in group and make a short presentation on how to live with earthquakes based on the information in the table.</p> <p>Call on some Ss to deliver the presentation in front of class.</p> <p><i>Note:</i> T may provide further information on the topic. See <b>Supplements</b>.</p> <p>Comment and make corrections if necessary.</p>	Group work
5'	<p style="text-align: center;"><b>WRAPPING</b></p> <p>Summarize main points.</p> <p>Assign homework.</p>	Whole class

## VI. SUPPLEMENTS

### *1. Further information*

#### **Earthquake Survival**

What to do before, during and after an earthquake, and preparing an earthquake survival kit for your home and for yourself

#### WHAT TO DO

##### BEFORE AN EARTHQUAKE

- Have an earthquake survival kit on hand.
- All family members should know how to turn off gas, water, and electricity.
- Plan family emergency procedures, and make plans for reuniting your family.
- Know emergency telephone numbers (doctor, hospital, police, 911, etc)
- Fix heavy objects firmly to walls (bookcases, wall units, mirrors, cabinets, etc.)

- Never place heavy objects over beds, and keep heavy objects lower than head height of shortest member of family.

#### DURING AN EARTHQUAKE

- Inside, stand in doorway, or crouch under a desk or table, well away from windows or glass dividers.
- Outside, stand away from buildings, trees, telephones and electrical lines.
- On the road, drive away from underpasses and overpasses; stop in safe area; stay in vehicle.

#### AFTER AN EARTHQUAKE

- Check for injuries—provide first aid.
- Check for safety—check for gas, water, sewage breaks; check for downed power lines and shorts; turn off appropriate utilities.
- Check for building damage and potential problems during aftershocks.
- Clean up dangerous spills.
- Wear shoes
- Turn on the radio and listen for instructions from public safety agencies.
- Use telephone for emergencies, only.

## **Period 4 (READ)**

### **I. AIM**

Reading for main ideas and specific information.

### **II. OBJECTIVES**

By the end of the lesson, Ss will be able to: Get general background information on some common natural disasters such as earthquakes, tidal

waves, typhoons, volcanoes and tornadoes through two comprehension exercises: *True or False* and *Sentence Completion*.

### III. MATERIALS

Textbook, whiteboard markers...

Handouts of further information on natural disasters.

### IV. ANTICIPATED PROBLEMS

Ss may not have very good background on natural disasters and not familiar with Sentence Completion in reading.

### V. PROCEDURE

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>										
7'	<p style="text-align: center;"><b>WARM –UP</b></p> <p><b>Matching</b></p> <p>Give definition of four natural disasters that Ss will learn in the lesson.</p> <p>Ask them to match the names of the disasters to its correct definition.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 50%;">1. Earthquake</td> <td style="width: 50%;">a) Mountain or hill with openings through which ashes and gases ejected.</td> </tr> <tr> <td>2. Tidal wave</td> <td>b) Violent storm especially in East Asian seas.</td> </tr> <tr> <td>3. Typhoon</td> <td>c) Violent storm over small area.</td> </tr> <tr> <td>4. Volcano</td> <td>d) Another word for tsunami, waves caused by the tides</td> </tr> <tr> <td>5. Tornado</td> <td>e) Sudden and violent movements of the earth's surface.</td> </tr> </tbody> </table> <p>Give correct <b>Answers:</b></p> <p>1. e) 2. d) 3. b) 4. a) 5. c)</p>	1. Earthquake	a) Mountain or hill with openings through which ashes and gases ejected.	2. Tidal wave	b) Violent storm especially in East Asian seas.	3. Typhoon	c) Violent storm over small area.	4. Volcano	d) Another word for tsunami, waves caused by the tides	5. Tornado	e) Sudden and violent movements of the earth's surface.	Group work
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10'	<p style="text-align: center;"><b>PRE-READING</b></p> <p><b>Vocabulary pre-teach</b></p> <p>Pacific Rim (n): <i>countries in the Pacific Area</i></p> <p>Collapse (v): <i>break down, falling to ruin</i></p> <p>Majority (n): <i>a lot of, greater number &gt;&lt; minority</i></p> <p>Abrupt (v): <i>suddenly happen</i></p> <p>Shift: <i>change to</i></p> <p>Hurricane = cyclone = typhoon</p> <p>Erupt (v), eruption (n): <i>break out or through</i></p> <p>Funnel (n): <i>narrowing tube for putting liquid into small opening</i></p> <p>Baby carriage (n): <i>small, special vehicle for carrying baby</i></p> <p><b>Checking technique</b></p> <p><b><i>Noughts and Crosses</i></b></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 in the cell and make a sentence with that word. A correct sentence with the given word will get one O or X. The group with 3 O or X vertically, horizontally or even diagonally will be the winner.</p> <table border="1" data-bbox="423 1188 1097 1308"> <tr> <td><i>Pacific Rim</i></td> <td><i>Erupt</i></td> <td><i>Collapse</i></td> <td></td> </tr> <tr> <td><i>Earthquake</i></td> <td><i>Struck</i></td> <td><i>Kill</i></td> <td></td> </tr> <tr> <td><i>Typhoon</i></td> <td><i>Predict</i></td> <td><i>Shift</i></td> <td></td> </tr> </table>	<i>Pacific Rim</i>	<i>Erupt</i>	<i>Collapse</i>		<i>Earthquake</i>	<i>Struck</i>	<i>Kill</i>		<i>Typhoon</i>	<i>Predict</i>	<i>Shift</i>		Whole class and pair work
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<i>Typhoon</i>	<i>Predict</i>	<i>Shift</i>												
15'	<p style="text-align: center;"><b>WHILE-READING</b></p> <p><b>Set the scene</b></p> <p>We are going to read a passage about five disasters that we have mentioned earlier. Read and do the comprehension tasks assigned.</p>	Individual work												

	<p><b>True or False</b></p> <p>Ask Ss to work independently, read the passages and decide whether the statements are True or False. Correct the false ones.</p> <p>Tell Ss to compare their answers with a friend. Ask Ss to highlight or underline the information in the passage for their answers.</p> <p>Call on some Ss to explain their answers in front of class.</p> <p>Give correct <i>Answers</i>:</p> <ol style="list-style-type: none"> <li>1. <i>True</i></li> <li>2. <i>True</i></li> <li>3. <i>False. The tidal wave traveled from Alaska to California.</i></li> <li>4. <i>True</i></li> <li>5. <i>False. The eruption of Mount Pinatubo is the world's largest volcanic eruption in more than 50 years.</i></li> <li>6. <i>True</i></li> </ol> <p><b>Sentence completion</b></p> <p>Tell Ss to read the passage more carefully and complete the sentences.</p> <p><i>Note:</i> Before Ss complete the sentences, Ts make sure that they understand all the given halves.</p> <p>Make necessary corrections in front of class as a whole.</p> <p>Provide correct <i>Answers</i>:</p> <ol style="list-style-type: none"> <li>1. <i>The majority of earthquakes occur around the Pacific Rim.</i></li> </ol>	
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	<p>2. <i>During the earthquake in Kobe, many homes, office blocks and highways collapsed.</i></p> <p>3. <i>A tidal wave can only occur when there is an abrupt shift in the underwater movement of the earth.</i></p> <p>4. <i>In Australia, a tropical storm is known as a cyclone.</i></p> <p>5. <i>Christopher Columbus gave us the word "typhoon".</i></p> <p>6. <i>A Tornado is a type of storm that passes overland below a thunderstorm and sucks up anything that is in its path.</i></p>	
10'	<p style="text-align: center;"><b>POST – READING</b></p> <p>Call on some Ss to read the passage aloud in front of class.</p> <p>Check pronunciation mistakes if any.</p> <p>Divide class into five groups. Each group takes care of one natural disaster.</p> <p>Give out 20 numbers or words about five natural disasters.</p> <p>Each group has to match those numbers of words to appropriate headings.</p> <p>The group which completes the task the most quickly will be the winner.</p> <p><i>90%, Kobe, 1995, homes, 1960, California, movement, tide, 120, hurricane, cyclone, Chinese words, 1991, Philippines, 50, eruption, funnel, Italy, 1981, 100.</i></p>	Group work

	<b>Answers:</b>					
	<b>Earth-quake</b>	<b>Tidal wave</b>	<b>Typ-hoon</b>	<b>Volcano</b>	<b>Tornado</b>	
	90%	1960	120	1991	funnel	
	Kobe	Califor-nia	hurricane	Philip-pines	Italy	
	1995	movement	cyclone	50	1981	100
	Homes	tide	Chinese words	eruption		
	<i>Note: It's up to Ss' level, T may ask "What does this number or word refer to?"</i>					
	<b>WRAPPING</b>					
3'	Summarize main points. Assign homework.					Whole class

## VI. SUPPLEMENTS

### **VOLCANO AND EARTHQUAKE FACTS**

#### I. VOLCANOES

##### 1. How are volcanoes formed?

Volcanoes are really mountains that build taller and taller, with time, as they erupt. That means that molten rock, magma, comes from within the earth and erupts onto the surface. The volcano might be explosive and produce ashes or be effusive and produce lava. The explosions are usually first because there are lots of gases inside the magma. Most volcanoes are 10,000 to 100,000 years old — it takes time for them to grow big.

##### 2. How many volcanoes have been identified in the world?

We know of at least 1,500 active volcanoes around the world. That is a big increase from the number that we used to think was correct. It means that more people are searching the earth for them. A graph of the number of volcanoes of the world shows that it goes up just about as fast as the number of people on the earth does.

**3. What country has the most volcanoes?**

Indonesia has the most volcanoes, by far. It is really a special place because there seem to be volcanoes all around, in all directions. Merapi (which means "mountain of fire") erupted in January 1994 and killed a few hundred people.

**4. Is it true that there are volcanoes in the ocean?**

On the surface of the earth, we know of at least 1,500 active volcanoes. I would estimate the ocean contains 10,000 volcanoes! We just don't have much chance to see them because they are hidden away!

**5. Which is the biggest volcano?**

The biggest volcano in the world is probably Mauna Loa, in Hawaii. It rises off of the seafloor to 13,000 feet above sea level or about 29,000 feet above the seafloor. Another huge volcano is Mt. Etna on the island of Sicily, in Italy.

**6. What is the longest period of time a volcano has been known to be active?**

This is a tough one to answer because some volcanoes seem to erupt forever! Stromboli, in the Mediterranean of Italy, has been known to be erupting for more than 2,000 years. It is the "Lighthouse of the Mediterranean."

**7. Are all volcanoes mountains, or can they be flatlands?**

Some very important volcanoes are not mountains at all. They look like deep lakes because they have had huge eruptions that make the ground sag down.

**8. Do people live near volcanoes?**

About 500 million people live close to active volcanoes! Most of them do not realize that the earth is very much alive and that they need to pay attention to what it is up to. More people need to learn about volcanoes, like you are doing.

**II. EARTHQUAKE**

**1. What is the definition of an earthquake?**

An earthquake is the sudden, sometimes violent movement of the earth's surface from the release of energy in the earth's crust.

**2. How deep the earthquake occur in the world?**

Earthquakes occur in the crust or upper mantle which ranges from the surface to about 800 kilometers deep (about 500 miles).

**3. Where did the largest known earthquake occur?**

A magnitude 9.5 earthquake in Chile in 1960 was the largest known earthquake and resulted in over 6,000 deaths. It triggered a **tsunami** or seismic wave (incorrectly known as a tidal wave) that killed people as far away as Hawaii and Japan. Chile is also on a **subduction zone**.

**4. What was the greatest number of people killed in one earthquake?**

An earthquake in China in 1556 killed approximately 830,000 people.

**5. How are earthquakes measured?**

By the Richter Magnitude. The **Richter Scale** is not an actual instrument. It is a measure of the amplitude of seismic waves and is related to the amount of energy released. This can be estimated from the recordings of an earthquake on a seismograph. The scale is **logarithmic**, which means that each whole number on the scale increases by 10. A magnitude 6.0 earthquake is 10 times greater than a 5.0, a 7.0 is 100 times greater, and a magnitude 8.0 is 1,000 times greater.

**6. Does animal behavior change before earthquakes?**

Changes in animal behavior before earthquakes have been observed and documented in different parts of the world. Dogs, cats, snakes, and horses has also been known to behave strangely before earthquakes. Since behavior is not earthquake specific, change in animal behavior can therefore result from other events, and it is impossible to determine beforehand what factor has caused the change. Also, the behavior is not consistent. Sometimes earthquakes occur with no previous behavior change.

## **Period 5 (WRITE)**

### **I. AIM**

Writing a short story

### **II. OBJECTIVES**

By the end of the lesson, Ss will be able to write a short story by using guided information and pictures.

### III. MATERIALS

Textbook, whiteboard markers...

### IV. ANTICIPATED PROBLEMS

Ss may have difficulty in finding ideas for their story.

### V. PROCEDURE

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<p style="text-align: center;"><b>WARM –UP</b></p> <p><b>Q&amp;A</b></p> <p>Ask Ss some questions to lead in the lesson.</p> <p><i>Have you ever written a story? What is it about?</i></p> <p><i>How long did it take to you write it?</i></p> <p><i>Did you write it in Vietnamese or in English?</i></p> <p><i>Do you think it is a successful one?</i></p>	Whole class
10'	<p style="text-align: center;"><b>PRE–WRITING</b></p> <p><b>Vocabulary pre–teach</b></p> <p>Circle (n): <i>perfectly round shape</i></p> <p>Shelter (n): <i>a place to hide or stay away from danger</i></p> <p>Scared (a): <i>afraid</i></p> <p>Behave (v): <i>act in a manner</i></p> <p>Suddenly (adv): <i>unexpectedly, accidentally</i></p> <p><b>Checking technique</b></p> <p><b>Sentence modeling</b></p> <p>Tell Ss to make sentences with all the new words that they have learned.</p> <p>Make sure that Ss understand meanings of all the words.</p>	Whole class

	<p><b>Picture explanations:</b></p> <p>Have Ss work in pairs to ask and answer about the pictures one to six.</p> <p>Give sample questions:</p> <p>Picture 1</p> <p><i>What do you see in the first picture?</i></p> <p><i>Who is she? What is she doing?</i></p> <p><i>What's the weather like?</i></p> <p>Picture 2</p> <p><i>What's wrong with the dog?</i></p> <p><i>Is he behaving strangely?</i></p> <p><i>What do you think is going to happen?</i></p> <p>Picture 3</p> <p><i>Who is in the picture with Lan?</i></p> <p><i>What does she say?</i></p> <p>Picture 4:</p> <p><i>What is happening?</i></p> <p><i>Where are Lan's family members?</i></p> <p>Picture 4:</p> <p><i>Is the wind strong?</i></p> <p><i>What's the weather like?</i></p> <p>Picture 5:</p> <p><i>What do you see in the picture?</i></p> <p><i>What are Lan and her parents doing now?</i></p> <p><i>Does the weather become good again?</i></p> <p>Implicit the content of the story by answering questions in order to give Ss an outline of the story.</p> <p>Ask Ss to turn back on page 79 and study the outline of the story with the guided words.</p>	
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15'	<p style="text-align: center;"><b>WHILE – WRITING</b></p> <p>Have Ss write the story individually. Note that Ss can make changes and add more details to the story to make it more interesting.</p> <p>Tell Ss to compare their story with a friend.</p> <p>Give suggested writing</p> <p><i>It was a beautiful day. The sun was shining, the sky was blue and the weather was perfect. Lan was outside playing with her dog, Skippy. All of a sudden, the dog began behaving strangely. She kept running around in circles, (and didn't seem to be herself). Lan ran home with the dog to tell her mother what Skippy was doing. Lan's mother, Mrs. Quyen told Lan that she heard on TV that there was a typhoon coming. Mrs. Quyen gathered her family and told them to find shelter in the house.</i></p> <p><i>Suddenly, the sky became very dark. The storm came with strong winds and heavy rain. Mrs. Quyen and her family were scared, but soon the storm finished and everyone was glad. What a clever dog Skippy is. She saved Lan from being caught in the typhoon.</i></p> <p><i>Note:</i> For better classes, Ts ask Ss to write their own stories.</p>	Individual work
10'	<p style="text-align: center;"><b>POST – WRITING</b></p> <p><b>Story – telling Competition</b></p> <p>Divide class into several groups. From each group, choose one member to be in the judge board.</p>	Group and individual work

	<p>Call on some Ss from groups to tell the story in front of class. Ss may tell the story they have written or a newly invented story.</p> <p>Judge members assess tellers' performance regarding body language, fluency and accuracy.</p> <p>The teller with the highest score will be the winner.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">Fluency (4)</th> <th style="text-align: center;">Accuracy (3)</th> <th style="text-align: center;">Body language (3)</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> </tbody> </table>	Fluency (4)	Accuracy (3)	Body language (3)				
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3'	<p><b>WRAPPING</b></p> <p>Summarize main points.</p> <p>Assign homework.</p>	Whole class						

## VI. SUPPLEMENTS

### *Exercise*

Make all the changes and additions necessary to make, from given words and phrases, a complete letter.

*Dear Barbara,*

1. *It / be / month / since / I / write you.*
2. *And / we / not meet / or / see / each other / three months.*
3. *Now here / be / suggestion / I / be / very happy / make*
4. *You / come / stay / here / me / weekend / after next?*
5. *I / love / have you / Friday evening / Monday / morning.*
6. *I / have / lot of news / give you / many questions / ask.*
7. *Please / write back / me / soon / possible.*

*Yours truly,*

*Mary*

**Answers:**

1. *It is a month since I wrote you.*
2. *And we have not met or seen each other for three months.*
3. *Now here is a suggestion I am very happy to make.*
4. *Will you come to stay here with me the weekend after next?*
5. *I would love to have you from Friday evening to Monday morning.*
6. *I have a lot of news to give you and many questions to ask.*
7. *Please write back to me as soon as possible.*

*Yours truly,*

*Mary*

## **Period 6 (LANGUAGE FOCUS)**

### **I. AIM**

Practicing with relative pronouns and relative clauses.

### **II. OBJECTIVES**

By the end of the lesson, Ss will be able to further practice with pronouns: *who, that, which* and clearly identify *defining* and *non-defining clauses*.

### **III. MATERIALS**

Textbook, handouts...

### **IV. ANTICIPATED PROBLEMS**

Ss may not be familiar with rewriting sentences.

## V. PROCEDURE

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>																		
10'	<p style="text-align: center;"><b>WARM – UP</b></p> <p><b>Knowledge Game – short answers</b></p> <p>Tell Ss to work with another partner to answer the following questions about general understanding.</p> <p>The pair with the most correct answers will be the winner.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Questions</th> <th style="text-align: center;">Answers</th> </tr> </thead> <tbody> <tr> <td>1. Which city in Japan was struck by a huge earthquake?</td> <td></td> </tr> <tr> <td>2. Which country won the 1998 Tiger Cup?</td> <td></td> </tr> <tr> <td>3. Which animal has one or two horns on its snout?</td> <td></td> </tr> <tr> <td>4. Which explorer discovered America?</td> <td></td> </tr> <tr> <td>5. Which planet is closest to the Earth?</td> <td></td> </tr> <tr> <td>6. Which animal in Viet Nam was chosen to be the logo of SEA Games 2003?</td> <td></td> </tr> <tr> <td>7. Which ASEAN country is divided into two regions by the sea?</td> <td></td> </tr> <tr> <td>8. Which food you can chew but you cannot swallow and which one you can swallow but you cannot chew?</td> <td></td> </tr> </tbody> </table>	Questions	Answers	1. Which city in Japan was struck by a huge earthquake?		2. Which country won the 1998 Tiger Cup?		3. Which animal has one or two horns on its snout?		4. Which explorer discovered America?		5. Which planet is closest to the Earth?		6. Which animal in Viet Nam was chosen to be the logo of SEA Games 2003?		7. Which ASEAN country is divided into two regions by the sea?		8. Which food you can chew but you cannot swallow and which one you can swallow but you cannot chew?		Pair work
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8. Which food you can chew but you cannot swallow and which one you can swallow but you cannot chew?																				

	<p><b>Answers:</b></p> <ol style="list-style-type: none"> <li>1. <i>Kobe</i></li> <li>2. <i>Singapore</i></li> <li>3. <i>rhinoceros</i></li> <li>4. <i>Christopher Columbus</i></li> <li>5. <i>Venus</i></li> <li>6. <i>buffalo</i></li> <li>7. <i>Malaysia</i></li> <li>8. <i>water</i></li> </ol>	
7'	<p style="text-align: center;"><b>PRESENTATION</b></p> <p><b>Vocabulary pre-teach</b></p> <p>Horn (n): <i>a part, often curved, pointed on the head an animal</i></p> <p>Snout (n): <i>pointed front, above the mouth</i></p> <p>Rhinoceros (n): (translation) con tê giác</p> <p>Logo (n): (translation) biểu tượng</p> <p>Swallow (v): <i>make or let pass down one's throat</i></p> <p>Chew (v): <i>work (food etc) between teeth</i></p> <p>Disaster (n) → disastrous (a)</p> <p>Ancient (a): <i>very old</i></p> <p>Extensive (a): <i>large, a lot</i></p> <p>Tail (n): <i>hindmost part of an animal's body</i></p> <p><b>Checking technique</b></p> <p><b>Spelling contest</b></p> <p>Divide class in 2 teams.</p> <p>Say the new words (word by word). Students should spell these correctly with not even one mistake. The team that has more points is the winner</p>	Whole class and team work

	<p>Revision of relative pronouns and clauses</p> <p>Review the definition of relative pronouns and ask Ss to give some examples to make sure that they understand the use of relative clauses.</p>	
8'	<p style="text-align: center;"><b>PRACTICE 1</b></p> <p><b>Exercise 1</b></p> <p>Refer Ss to the warm-up activity. Ask them to use relative pronouns <i>who</i>, <i>which</i>, or <i>that</i> to answer the questions. Start with the words given like the example:</p> <p><i>The city which was struck by a huge earthquake in 1995 in Japan is Kobe.</i></p> <p>Tell Ss to compare their answers with a friend.</p> <p>Call on some Ss to read their whole sentences.</p> <p>Feedback and give correct <b>Answers</b>:</p> <p>b) <i>The country which won the 1998 Tiger Cup is Singapore.</i></p> <p>c) <i>The animal which has one or two horns on its snout is rhinoceros.</i></p> <p>d) <i>The explorer who discovered America is Christopher Columbus.</i></p> <p>e) <i>The planet which is closest to the Earth is Venus.</i></p> <p>f) <i>The animal which was chosen to be the logo of SEA Games 2003 is the buffalo.</i></p> <p>g) <i>The ASEAN country which is divided into two regions by the sea is Malaysia.</i></p> <p>h) <i>The food which you can chew but you cannot swallow is the chewing gum; and the thing you can swallow but you cannot chew is water.</i></p>	Individual work

<b>PRACTICE 2</b>		
10'	<p><b>Exercise 2</b></p> <p>Keep Ss in pairs but with another partner.</p> <p>Ask Ss to match each of the sentences in column A with a related sentence in column B. Use a suitable relative pronoun to join the two sentences.</p> <p><i>Note: This exercise can be organized through game: <b>Finding the ideal partner</b></i></p> <p>Divide class into two teams A and B.</p> <p>Cut the related sentences in A and B into small pieces.</p> <p>Each S in A gets a sentence in column A and S in B gets a sentence in B randomly.</p> <p>Ss from each group have to go around to find the ideal partner. In other words, Ss have to find the S whose half sentence best matches theirs.</p> <p>The pairs who found partner the most quickly will be the winner.</p> <p>Give correct <b>Answers:</b></p> <p><i>1.e Andrew is flying to Sacramento, which is the capital city of California.</i></p> <p><i>2.g It snowed in Lang Son, which is on the Ky Cung River, in the winter of 2002.</i></p> <p><i>3.f Pompeii, which is an ancient city of Italy, was completely destroyed in A.D 79 by an eruption of Mount Vesuvius.</i></p> <p><i>4.a Hurricane Andrew, which swept through southern Florida in August 1992, killed 41 people and made more than 200,000 homeless.</i></p>	Pair work

	<p>5.c <i>the cyclone of November 1970 in Bangladesh, which is bordered by the Bay of Bengal on the south, was one of the worst natural disasters of 20th century.</i></p> <p>6.d <i>The most disastrous earthquake in Japanese history, which occurred in 1923, damaged Tokyo and Yokohama and killed about 150.000 people.</i></p> <p>7.b <i>The October 1989 Loma Prieta earthquake, which measured 7.1 on the Richter scale, caused extensive damage to older buildings in San Francisco Bay area.</i></p>	
5'	<p style="text-align: center;"><b>PRACTICE 3</b></p> <p>Help Ss to identify <i>defining</i> and <i>non-defining clause</i>. (See Period 6 – <i>Language Focus Unit 8</i>).</p> <p>Instruct Ss to do exercise 3. Underline the relative clause in the sentence. Then add commas to separate the non-defining relative clause from the rest of the sentence.</p> <p>Write all the sentences on the board. Call some Ss to do the task.</p> <p>Comment and give correct <b>Answers</b>:</p> <p>b) <i>Kangaroos, <u>which come from Australia</u>, have long tails.</i></p> <p>c) <i>Ba, <u>who lives in Trang Tien Street</u>, likes playing the guitar.</i></p> <p>d) <i>(Defining)</i></p> <p>e) <i>Neil Amstrong, <u>who first walked on the moon</u>, lived in the USA.</i></p>	Individual work



	<p>f) (Defining)</p> <p>g) Miss Lien, <u>who sings very well</u>, is my English teacher.</p>	
5'	<p style="text-align: center;"><b>PRODUCTION</b></p> <p>Further practice with relative clauses.</p> <p>Set the scene</p> <p>Now you rewrite the sentences in exercise 3. Replace each underlined clause with a clause you have written. You may use facts or your imagination.</p> <p>Example:</p> <p><i>Kangaroos, <u>which come from Australia</u>, have long tails.</i></p> <p><i>Kangaroos, <u>which can be seen everywhere in Australia</u>, have long tails.</i></p> <p><i>Note:</i> Ts may ask Ss to make various sentences with <i>which, who, that</i>. It's not necessary to do exercise 4.</p>	Whole class

# UNIT 10

## LIFE ON OTHER PLANETS

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### Period 1

#### (GETTING STARTED & LISTEN AND READ)

#### I. AIM

Speaking and listening about UFOs.

#### II. OBJECTIVES

By the end of the lesson, Ss will be able to talk about UFOs with basic information received through discussion and the reading.

#### III. MATERIALS

- Textbook, whiteboard markers...
- Pictures and posters about UFOs

#### IV. ANTICIPATED PROBLEMS

Ss may not have enough necessary information about UFOs for discussion.

#### V. PROCEDURE

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<b>WARM-UP</b> <b>Getting started - Q&amp;A</b> Explicit the meaning of UFOs = Unidentified Flying Object.	Whole class

	<p>Ask Ss to work in pairs and discuss the following questions:</p> <p>a) <i>Have you ever heard of UFOs? Do you think they really exist?</i></p> <p>b) <i>Have you ever seen any films on UFOs? What are they about?</i></p> <p>c) <i>What do you want to know about UFOs?</i></p> <p>d) <i>If you saw a UFO, what would you do?</i></p> <p>Gather ideas and provide some facts about UFOs (see <i>Supplements</i>)</p>	
10'	<p style="text-align: center;"><b>PRESENTATION</b></p> <p><b>Vocabulary pre-teach</b></p> <p>Meteor (n): <i>small mass of matter from outer space entering atmosphere</i></p> <p>Sighting (n): <i>act of seeing</i></p> <p>Alien (n): <i>person from another world</i></p> <p>Sample (n): <i>example, demonstration</i></p> <p>Spacecraft (n): <i>craft for traveling in outer space</i></p> <p>Egg-shaped (a): <i>being looked like an egg</i></p> <p>Plate-like (a): <i>having features and physical appearance like a plate</i></p> <p>Treetop (n): <i>the uppermost part of a tree</i></p> <p><b>Checking technique</b></p> <p><b><i>Jumbled words</i></b></p> <p>Divide class into small groups.</p> <p>Write new words on the cards given to each group. The words on the card are in the wrong order.</p>	Whole class and group work

	<p>Ss have to rearrange the letters to make good words. Group with the most correct words in the shortest time will be the winner.</p> <p><b>Set the scene</b></p> <p><i>UFOs are strange flying objects that some people report that they have seen in the sky and believed to be spacecraft from another planet. Many scientists do not believe so. They say that if people see a UFO, it might be an aircraft, a weather balloon or a meteor. However, there is still evidence for people to believe in the existence of UFOs.</i></p>	
15'	<p style="text-align: center;"><b>PRACTICE</b></p> <p><b>Finding contextual meanings of the words.</b></p> <p>Tell Ss to work individually and find the words in the text having meanings as in the book instructed.</p> <p>Ask Ss to compare their answers with a friend. Encourage Ss to guess the meaning of the words in the context of the passage.</p> <p>Call on some Ss to read aloud their answers in front of class. Ask Ss to explain their answers.</p> <p>Feedback and give correct answers:</p> <ol style="list-style-type: none"> <li>1. <b>Evidence</b> – proof, support</li> <li>2. <b>Meteor</b> – falling star or shooting star</li> <li>3. <b>Aliens</b> – unknown /strange people or things</li> <li>4. <b>Collecting</b> – bringing together or gathering</li> <li>5. <b>Captured</b> – caught as prisoner</li> <li>6. <b>Disappeared</b> – became impossible to see</li> </ol>	Individual and pair work

	<p><b>Completing the notes</b></p> <p>Ask Ss to work in pairs and read the passage again to complete the notes. Give correct answers.</p> <p><b><i>UFOs Sightings</i></b></p> <p>a) <b><i>An aircraft, a weather balloon or a meteor can be mistaken for an alien spacecraft.</i></b></p> <p>b) <b><i>In 1974, a pilot nine large round objects traveling at about 2,800 meters an hour.</i></b></p> <p>c) <b><i>There were over 1,500 sightings worldwide in 1952.</i></b></p> <p>d) <b><i>In 1954, a woman and her children saw a UFO above their house.</i></b></p> <p>e) <b><i>A farmer saw an egg-shaped object in one of his fields and also aliens collecting soil samples in 1964.</i></b></p> <p>f) <b><i>In 1971, two men claimed they were captured by aliens and taken aboard a spacecraft.</i></b></p> <p>g) <b><i>A pilot and his plane disappeared after sighting a UFO in 1978.</i></b></p> <p>h) <b><i>In 1981, a Frenchman reported that he saw a plate-like device at a treetop 30 meters away from his garden.</i></b></p>	
10'	<p style="text-align: center;"><b>PRODUCTION</b></p> <p><b>Matching</b></p> <p>Divide class into small groups. Ask them to match the timeline in A to the events in B. When the game is finished, ask Ss to recall the passage and present it to class.</p>	Group work

	<b>A</b>	<b>B</b>	
	1. 1947	a. A woman	
	2. 1952	b. A farmer	
	3. 1954	c. Kenneth Arnold	
	4. 1964	d. A young pilot	
	5. 1971	e. 1,500 UFO sightings	
	6. 1978	f. Two men	
	<b>Answers:</b>		
	1. <i>c</i>	2. <i>e</i>	
	3. <i>a</i>	4. <i>b</i>	
	5. <i>f</i>	6. <i>d</i>	
	<b>WRAPPING</b>		
3'	Summarize main points. Assign homework.		Whole class

## VI. SUPPLEMENTS

### What are UFOs?

UFOs are unidentified flying objects, but no one really knows what they are. Many researchers have theories about what UFOs might be, but because no one can examine a UFO in a scientific laboratory, all of these ideas are really only educated guesses. A UFO is the reported sighting of an object or light seen in the sky or on land, whose appearance, actions, motions, lights, and colors do not have a logical, conventional, or natural explanation, and which cannot be explained, not only by the original witness, but by scientists or technical experts who try to make a common sense identification after examining the evidence.

**Who sees UFOs?**

All kinds of people see UFOs. It does not matter whether you are rich or poor, educated or uneducated, young or old. In fact, many people who report seeing UFOs were not even looking for them when they had their sighting. The chances for seeing a UFO are greater for those people who live in small towns or in the country and are outside late at night.

**What do UFOs look like?**

UFOs come in all shapes and sizes. Some are only small spots of light that move in strange patterns across the night sky. During close encounters, witnesses report seeing UFOs that are shaped like saucers, boomerangs, spheres, diamonds, cigars, triangles, or other strange shapes. They have bright lights, sometimes white or red, other times multicolored.

**When did people first see UFOs?**

Many UFO researchers argue that UFOs have appeared throughout history. There are many myths, legends, and stories that tell of strange things seen in the sky or beings who came from the sky to help humans develop civilization. Because modern scholars cannot directly check the facts of these stories, it is impossible to determine if these are accurate reports of true events. Most researchers, therefore, concentrate on studying UFO reports beginning in this century.

On June 24, 1947, with the sighting by businessman and pilot Kenneth Arnold. While flying his small plane along the Cascade Mountains in Washington state, Arnold saw nine half moon-shaped objects flying along the top of the mountains. Although he saw them for only a three and a half minutes, Arnold knew they were not regular airplanes. He radioed in his report, and when he landed at the airport, reporters were waiting to ask questions. He described the motions of the objects as "like a saucer would if you skipped it across the water." This is where the term "flying saucer" came from.

## Period 2 (SPEAK)

### I. AIM

Practicing speaking about Mars using modal verbs *may* and *might*

### II. OBJECTIVES

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

- speak with a friend about things which might be on Mars such as:  
*water, little creatures, minerals...*
- be updated with background knowledge about Mars and solar system.

### III. MATERIALS

- Textbook, whiteboard makers...
- Pictures and posters about Mars and its position in the solar system.

### IV. ANTICIPATED PROBLEMS

Ss may not have enough background about Mars and related words.

### V. PROCEDURE

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<p style="text-align: center;"><b>WARM - UP</b></p> <p><b>Guessing game</b></p> <p>Ask Ss to work in group of three to four and make good guesses about Mars.</p> <p>Suggested questions:</p> <p><i>What do you think might be on the Mars?</i></p> <p><i>Are there any people? Any plants?...</i></p> <p>Gather ideas and comments.</p> <p><i>Note:</i> Ss may have very vivid imagination, encourage them to share ideas about Mars.</p>	Group work



10'	<p style="text-align: center;"><b>PRESENTATION</b></p> <p><b>Vocabulary pre-teach</b></p> <p>Minerals (n): <i>substances obtained by mining</i></p> <p>Microorganism (n): <i>organism too small to be seen through naked eyes</i></p> <p>Gemstones (n): <i>precious or semi-precious stones, whether as mined, or cut and polished; for example, diamond, opal, etc.</i></p> <p>Little creatures (n): <i>small plants and animals</i></p> <p>Sparkling spots (n): <i>flashing spots</i></p> <p>Trace (n): <i>indication of existence or occurrence of something</i></p> <p>Precious (a): <i>valuable</i></p> <p><b>Checking technique</b></p> <p><b>Matching</b></p> <p>Ask Ss to look at the 3.a in the book and work in pairs.</p> <p>Instruct the task:</p> <p><i>There are drawings of things a space-tourist to Mars saw and noted down. Try to guess and match the drawings with the words in the box.</i></p> <p>Call on some pairs to explain their answers.</p> <p>Give correct answers:</p> <p style="padding-left: 40px;"><i>: water</i></p> <p style="padding-left: 40px;"><i>: mountain</i></p> <p style="padding-left: 40px;"><i>: gemstones</i></p> <p style="padding-left: 40px;"><i>: little creatures</i></p> <p style="padding-left: 40px;"><i>: plants</i></p> <p style="padding-left: 40px;"><i>: minerals</i></p> <p style="padding-left: 40px;"><i>: gas</i></p>	Whole class and pair work
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<b>PRACTICE</b>		
15'	<p>Ask Ss to work in pairs and practice the dialogue.</p> <p><i>Nam: What do these drawings say, Hung?</i></p> <p><i>Hung: There might be water in Mars.</i></p> <p><i>Nam: What do these black sparkling spots on the right corner?</i></p> <p><i>Hung: Well, they might be traces of gemstones. There may be a lot precious stones on Mars.</i></p> <p>Keep Ss in groups and ask them to make up similar dialogues about the drawings, using the cues in section a).</p> <p>Go around the class and provide help if necessary.</p> <p>Call on some pairs to practice their dialogue in front of class.</p> <p>Feedback and give suggested answers:</p> <p>1.</p> <p><i>Phuong: What do these drawings say, Minh?</i></p> <p><i>Minh: There might be plants in Mars.</i></p> <p><i>Phuong: And what about those dark shapes on the left corner?</i></p> <p><i>Minh: Well, they might be signs of gas. There may be some plants in Mars.</i></p> <p>2.</p> <p><i>Hung: What do these pictures say, Hao?</i></p> <p><i>Hao: There may be mountains in Mars.</i></p>	Pair work

	<p><i>Hung: And what about the wavy lines on the right corner?</i></p> <p><i>Hao: Well, they might be water. There may be some little creatures in Mars.</i></p>	
10'	<p style="text-align: center;"><b>PRODUCTION</b></p> <p>Ask Ss to work in group and discuss: <i>Tell each other what you think might be on Mars, on the moon and on other planets.</i></p> <p>Encourage Ss to share and exchange ideas and background knowledge that they know about planets.</p> <p>If time allowed, call some Ss to make a presentation in front of class.</p> <p>Give additional information about solar system (See <i>Supplements</i>)</p>	Group work
3'	<p style="text-align: center;"><b>WRAPPING</b></p> <p>Summarize main points.</p> <p>Assign homework.</p>	Whole class

## VI. SUPPLEMENTS

### *Further reading*

#### SOLAR SYSTEM - NINE PLANETS

***The Sun*** is the closest star to Earth and is the center of our solar system. A giant, spinning ball of very hot gas, the Sun is fueled by nuclear fusion reactions. The light from the Sun heats our world and makes life possible. The Sun is also an active star that displays sunspots, solar flares, erupting prominences, and coronal mass ejections. These phenomena impact our near-Earth space environment and determine our "space weather."

***Mercury***, the planet nearest the Sun, is the second smallest planet in the solar system. Only slightly larger than the Earth's moon, Mercury's surface is covered with craters. This tiny planet does not have any rings or moons.

Fair but inhospitable **Venus**, a "Sister" planet to the Earth that is very different from our home. Venus does not have any moons or rings.

**Earth**, our home planet, is a beautiful blue and white ball when seen from space. The third planet from the Sun, it is the largest of the inner planets. Earth is the only planet known to support life and to have liquid water at the surface.

**Mars**, Earth's outer neighbor, is the fourth planet from the Sun. Mars' bright appearance and reddish color stand out in the night sky. Impressive surface features such as enormous volcanoes and valleys are frequently obscured by huge dust storms.

**Jupiter** is the largest planet in the solar system. When approached from afar, its fantastic striped atmosphere gradually reveals intriguing clouds that move around the planet. Rich in historical and cultural connections, Jupiter is the site of recent comet impacts and continuing scientific discovery.

**Saturn**, the sixth planet from the Sun, has the most spectacular set of rings in the solar system. We now know that Saturn has 31 moons in addition to its complex ring system

**Uranus**, the seventh planet from the Sun, has its spin axis almost in the plane of its orbit about the Sun. This produces unusual seasons and also causes unique magnetic and electric field structures. Uranus has a faint ring system and 27 known moons.

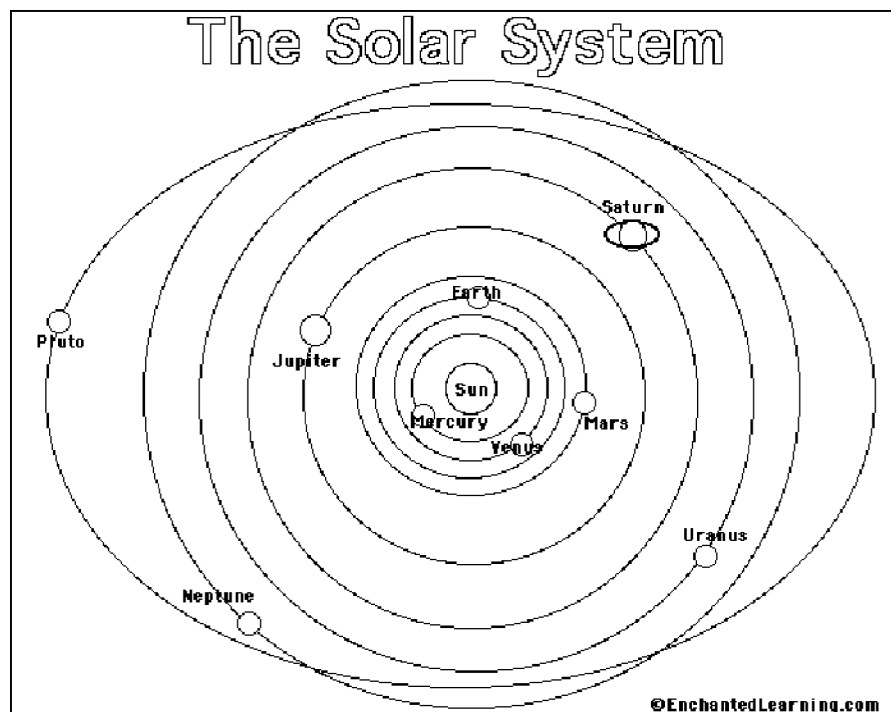
**Neptune**, which is usually the eighth planet from the Sun, is a very cold place. Occasionally, the ninth planet Pluto crosses Neptune's orbit and becomes the "eighth planet". Its bluish color comes from its atmosphere of methane gas. The planet has 13 moons and a very narrow, faint ring system.

**Pluto** is usually the outermost planet in the solar system, and is the only planet that has not been visited by a spacecraft from Earth. This mysterious planet is really a double planet system, since its moon, Charon, is very close to Pluto and about the same size.

Pluto's unique orbit causes it to periodically come within the orbit of Neptune. Pluto was the eighth planet from the Sun from February 7th, 1979 through February 11, 1999. Now Pluto will remain the ninth planet through the 23rd.

***New words:***

1. *Mercury:* Sao Thủy
2. *Venus:* Sao Kim
3. *Earth:* Trái Đất
4. *Mars:* Sao Hỏa
5. *Jupiter:* Sao Mộc
6. *Saturn:* Sao Thổ
7. *Uranus:* Sao Thiên Vương
8. *Neptune:* Sao Hải Vương
9. *Pluto:* Sao Diêm Vương



## Period 3 (LISTEN)

### I. AIM

Practicing listening skill for main ideas and specific information

### II. OBJECTIVES

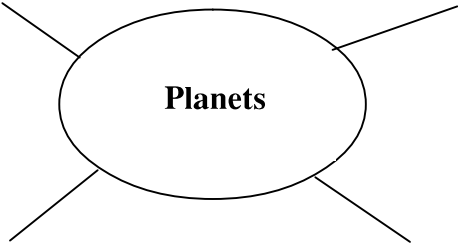
By the end of the lesson, Ss will be able to :

- listen to a rather long talk about the moon and be more confident in True or False listening comprehension exercise.
- get more information about the moon.

### III. MATERIALS

Textbook, whiteboard makers, cassette...

### IV. PROCEDURE

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<p style="text-align: center;"><b>WARM - UP</b></p> <p><b>Networks</b> Ask Ss to work in groups of three to four. Make a list of words relating to <i>planets</i>. The group with longest list will be the winner. <i>Note:</i> The words must be correctly spelled and related to the topic</p> 	Group work

	<p><b>Answers:</b></p> <p><i>Mercury</i></p> <p><i>Venus</i></p> <p><i>Earth</i></p> <p><i>Mars</i></p> <p><i>Jupiter</i></p> <p><i>Saturn</i></p> <p><i>Uranus</i></p> <p><i>Neptune</i></p> <p><i>Pluto</i></p> <p><i>Sun</i></p> <p><i>Space craft</i></p> <p>...</p>	
10'	<p style="text-align: center;"><b>PRE-LISTENING</b></p> <p><b>Vocabulary pre-teach</b></p> <p>Science for Fun Program (n): (Translation)          Chương trình Khoa Học Vui</p> <p>Crater (n): <i>mouth of volcano</i></p> <p>Olympic Champion(n): <i>person who beated all other competitors in the Olympic Games</i></p> <p><b>Guessing game</b></p> <p>Ask Ss to study the statements in the book. Guess whether the statements are True or False to their knowledge.</p> <p><i>Note:</i> Do not give correct answers. Only ask Ss to explain their answers and tell them to compare with the correct answers when listening to the tape.</p>	Whole class and pair work
15'	<p style="text-align: center;"><b>WHILE – LISTENING</b></p> <p>Have Ss listen to the description of the moon. Then check (✓) the correct statements about the moon.</p> <p>Play the tape several times if necessary.</p>	Individual work

	<p>Ask Ss to compare their answers with earlier guesses and with a friend.</p> <p>Feedback and give correct answers:</p> <p>√ a) There is no air on the moon.</p> <p>b) There are rivers and lakes on the moon.</p> <p>√ c) There are no sounds on the moon.</p> <p>√ d) It is very cold at night on the moon.</p> <p>e) During the day the temperature is even lower.</p> <p>√ f) There are great round holes on the moon.</p> <p>g) There are no mountains on the moon.</p> <p>h) You will weigh 8 kilos heavier on the moon.</p> <p>√ i) You will be able to jump very high on the moon.</p> <p>√ j) One day on the moon lasts for two weeks.</p> <p><b>Tape transcript</b></p> <p><i>Good evening. Welcome to our Science for Fun Program. This week we've received a lot of questions asking about life on the moon. We've talked to some experts and this is what we've found out. There was no water or air on the moon. It is all silent because there is no air on the moon. Of course there will be no music, no sounds. There are no rivers and no lakes. At night it is very cold. The temperature goes down to 151<sup>o</sup>C below zero. But during the day the temperature rises to 100<sup>o</sup>C above zero.</i></p> <p><i>There are great round holes on the moon. They look like big lakes. They are called</i></p>	
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	<p><i>craters. There are more than 30,000 craters on the moon. There are also high mountains. The highest mountains on the moon are about 26,000 feet or 8,000 meters high.</i></p> <p><i>And here is something very interesting to know: on the moon you weigh one sixth of what you weigh on earth. If you weigh 50 kilos, on the moon you will weigh only a little more than 8 kilos. You will be able to jump very high, even higher than an Olympic Champion. You can take very long steps as well. And... Maybe you won't sleep very well because one day on the moon lasts for two weeks.</i></p> <p><i>So, is there life on the moon? I'll leave the question for you to answer yourself.</i></p>	
10'	<p style="text-align: center;"><b>POST - LISTENING</b></p> <p><b>Mini - presentation</b></p> <p>Ask Ss to work in groups and make a short presentation about the moon. Encourage Ss to use as much information in the listening as possible. However, they also can use their own knowledge to make the presentation more informative and interesting.</p> <p>Call on some Ss to make the presentation in front of class.</p> <p>Comment and have feedback on Ss' performance.</p>	Group work
3'	<p style="text-align: center;"><b>WRAPPING</b></p> <p>Summarize main points.</p> <p>Assign homework.</p>	Whole class

## **VI. SUPPLEMENTS**

### *Further reading*

#### **QUESTIONS & ANSWERS ABOUT THE MOON**

##### **What is the moon?**

The moon is the Earth's natural satellite. It has circled around the Earth for at least four billion years. It is a rocky ball about a quarter of the Earth's size and is held in its orbit by mutual gravitational attraction. Most scientists believe that the moon formed when early in Earth's history a planet smashed into it. The impact was so tremendous that nothing was left of the planet, but a few hot splashes thrown back up into space. Within a day of the smash, these splashes had been drawn together by gravity to form the moon.

##### **Who were the first men on the moon?**

The first men on the moon were Neil Armstrong and Buzz Aldrin of the US Apollo 11 mission. They landed on the Moon on July 20, 1969. As Neil Armstrong set foot on the Moon, he said: "That's one small step for a man, one giant leap for mankind"

##### **What is moonlight?**

The moon is by far the brightest thing in the night sky. But it has no light of its own. Moonlight is simply the sun's light reflected off the white dust on the moon's surface.

##### **Why does the sea have tides?**

The moon's gravity draws the oceans into an oval around the Earth, creating a bulge of water on each side of the world. These bulges stay beneath the moon as the Earth spins around and so seem to run around the world, making the tide rise and fall as they pass.

##### **How long is a month?**

It takes the moon 27.3 days to circle the Earth, but 29.53 days from one full moon to the next, because the Earth moves as well. A lunar month is the 29.53 days cycle. Calendar months are entirely artificial.

## Period 4 (READ)

### I. AIM

Practicing reading about a space trip.

### II. OBJECTIVES

At the end of the lesson, Ss will be able to enhance reading skill through Ordering and Answering questions exercises.

### III. MATERIALS

- Textbook, whiteboard markers,...
- Demonstrated posters and pictures about a space trip.

### IV. ANTICIPATED PROBLEMS

Ss may lack of vocabulary about the topic.

### V. PROCEDURE

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<p style="text-align: center;"><b>WARM – UP</b></p> <p><b>Q&amp;A</b></p> <p>Ask Ss questions about space trip.</p> <p><i>Have you ever heard of a space trip?</i></p> <p><i>What do people go there for?</i></p> <p><i>What should we have to prepare if we want to take a trip to the space?</i></p> <p><i>What can we do there?</i></p> <p>...</p>	Whole class

10'	<p style="text-align: center;"><b>PRE-READING</b></p> <p><b>Vocabulary pre-teach</b></p> <p>Physical condition (n): <i>the state of health</i></p> <p>Push-up (n): <i>An exercise for strengthening arm muscles performed by lying face down with the palms on the floor, and pushing the body up and down with the arms.</i></p> <p>Orbit (n): <i>curved course of planet, comet, satellite, etc around the body</i></p> <p>Cabin (n): <i>room or compartment in a ship, space craft</i></p> <p>Circus (n): <i>show of performing animals, crobats and clowns etc</i></p> <p>Marvelous (a): <i>wonderful, fantastic</i></p> <p><b>Checking technique</b></p> <p><b><i>Rub out and remember</i></b></p> <p>Write all the 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>	Whole class and group work
15'	<p style="text-align: center;"><b>WHILE – READING</b></p> <p><b>Ordering statements</b></p> <p>Ask Ss to read the passage independently and put the phrases in order to show what you need and get in joining a trip into the space.</p> <p>Call on some Ss to explain their answers.</p> <p>Feedback and give correct answers:</p> <p>4 1 5 2 3</p>	Individual work

	<p>4. <i>get ready and be in excellent physical condition.</i></p> <p>1. <i>get a letter from a doctor to show you are in perfect health</i></p> <p>5. <i>get on the trip</i></p> <p>2. <i>see pictures of the Earth, its interesting places and the stars from very far.</i></p> <p>3. <i>feel free and enjoy wonderful feeling</i></p> <p><b>Answering comprehension questions</b></p> <p>Have Ss read the passage more carefully and answer the questions. Remind them to write the answers in full sentences.</p> <p>Ask Ss to compare their answers with a friend.</p> <p>Call on some Ss to read their answers aloud in front of class.</p> <p>Make necessary corrections.</p> <p>Give correct answers:</p> <ol style="list-style-type: none"> <li>1. <i>If you decide to take a space trip, you will have to run a lot, swim every day, and do aerobics and push-ups to have an excellent physical condition.</i></li> <li>2. <i>If you want to show you are in perfect health you must a letter from doctor.</i></li> <li>3. <i>You can see pictures of the Earth: your country, interesting places, the oceans, the big rivers, the tall mountains.</i></li> <li>4. <i>We can see those scenes 16 times a day.</i></li> <li>5. <i>We can walk on the walls or on the ceiling.</i></li> </ol>	
10'	<p style="text-align: center;"><b>POST - READING</b></p> <p>Expand the topic by introducing group discussion:</p>	Group work

	<p><i>If you were able to take a space trip, what would you do to prepare for the trip?</i></p> <p><i>What would you like to bring along?</i></p> <p><i>What would you do there?</i></p>	
3'	<p style="text-align: center;"><b>WRAPPING</b></p> <p>Summarize main points.</p> <p>Assign homework.</p>	Whole class

## VI. SUPPLEMENTS

### *Exercise*

Fill in the blank with the most suitable word.

1. Many people say that they once saw ..... Flying Objects.
2. If you want to take the trip to space, you must be in good ..... condition.
3. We call people from another planet.....
4. ...., Earth's outer neighbor, is the fourth planet from the Sun.

### *Answers:*

1. *Unidentified*
2. *physical*
3. *aliens*
4. *Mars*

## **Period 5 (WRITE)**

### I. AIM

Practicing writing an argumentative exposition.

### II. OBJECTIVES

By the end of the lesson, Ss will be able to know how to write an argumentative exposition using the right format and language structures.

### III. MATERIALS

Textbook, whiteboard makers...

### IV. ANTICIPATED PROBLEMS

Ss may not be familiar with argumentative expositions and they might find it difficult to find supporting ideas for their expositions.

### V. PROCEDURE

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
10'	<p style="text-align: center;"><b>WARM - UP</b></p> <p><b>Balloon Debate</b> Instruct the game: Imagine that a group of famous historical and modern characters are traveling by balloon. They are over the North Atlantic when a leak is discovered. The balloon can only reach land if it is lighten - all characters except one must jump out. Choose one of the characters, and speak for three to five minutes to explain why you are the best person to stay in the balloon and why others should not. Possible characters are: <i>Father Christmas</i> <i>Napoleon</i> <i>Bill Clinton</i> <i>Michael Jackson</i> ....</p>	Group work
10'	<p style="text-align: center;"><b>PRE-WRITING</b></p> <p>Explain the definition of an argumentative writing (See Period 5, Unit 2, page 60 - 61, Thiết kế Bài giảng Tiếng Anh 9, tập 1 – Chu Quang Bình).</p>	Whole class and pair work

<p><i>In writing, there is an argumentative writing which presents one's ideas, opinions and make them persuasive to readers. At the same time, this kind of writing has to successfully protect its opinions and refute the opposite ones. An argumentative writing should basically consist of three parts: Introduction, Body and Conclusion.</i></p> <p>Implicit the outline and the functions of three main parts in an argumentative exposition through Matching exercise. Ask Ss to read the outline of an expression in column A. Then put the paragraphs in column B in order to match the sections in column A.</p> <p>Further explain the outline and give correct answers:</p> <p><b><i>Introduction (presents the writer's viewpoint; I think..., I believe...,...):</i></b> (ii) <i>I don't believe there exist UFOs even though many newspapers talked a lot about them.</i></p> <p><b><i>Body (gives reasons/examples for persuasion: First, Second,...;...):</i></b> (iii) <i>Firstly, flying saucers might be aircrafts, balloons, clouds or tricks of light. Secondly, there are not enough photos showing clearly the shapes of the UFOs. Moreover, if there are UFOs, there will certainly be traces of their landing on the ground.</i></p> <p><b><i>Conclusion (sums up the argument; therefore ,...):</i></b> (i) <i>Therefore, UFOs are just the imagination of some writers and they do exist only in films for entertainment</i></p>	
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	Ask Ss to work in pairs and read the dialogue between An and Ba about the existence of UFOs. Make sure Ss understand the dialogue especially Ba's opinions about the existence of UFOs.	
15'	<p style="text-align: center;"><b>WHILE-WRITING</b></p> <p>Tell Ss to use Ba's opinions in the dialogue to write an exposition independently.</p> <p>Go around the class and pick up some typical writings to read aloud and have some necessary corrections.</p> <p>Give suggested answers:</p> <p><i>I believe UFOs exist because articles and reports in newspapers talked a lot about their appearance.</i></p> <p><i>Firstly, many people from different countries reported that they once saw flying saucers. Secondly, there are many photos of flying saucers and some photographers said they saw man-like creatures get out of vehicles. Moreover, people are discussing those mysterious circles on the fields in the countryside of Great Britain.</i></p> <p><i>So I think UFOs are not our imagination. They are real; and, we should be ready to see their visits.</i></p>	Individual work
7'	<p style="text-align: center;"><b>POST-WRITING</b></p> <p>Ask Ss to work in pair and introduce <i>Cross check</i> (Ss correct for each other.)</p> <p>Comment and point out the most common mistakes that Ss make in their writing. Suggest the ways that Ss can avoid those mistakes in their later writing practices.</p>	Pair work

	<b>WRAPPING</b>	
3'	Summarize main points. Assign homework.	Whole class

## VI. SUPPLEMENTS

### *Further reading*

#### I. Useful Transitional signals for writing

##### TRANSITIONAL SIGNALS FOR WRITING

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

## Period 6 (LANGUAGE FOCUS)

### I. AIM

Further practicing modals: may, might and conditional sentences type 1 and type 2.

### II. OBJECTIVES

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

- Master the use of modal verbs: *may* and *might*.
- Distinguish the difference between conditional sentences type 1 and type 2 and use them properly.

### III. MATERIALS

- Textbook, whiteboard markers...
- Additional exercises on conditional sentences

### IV. ANTICIPATED PROBLEMS

Ss may have difficulty in recognizing conditional sentence type 2.

### V. PROCEDURE

<i>Time</i>	<i>Steps</i>	<i>Work arrangement</i>
7'	<p style="text-align: center;"><b>WARM - UP</b></p> <p><b>Jumbled words</b></p> <p>Write the new words in the wrong order:</p> <p>Ex:</p> <ol style="list-style-type: none"><li>1. <i>aolobnl</i></li><li>2. <i>ecrasru</i></li><li>3. <i>ertnmgau</i></li></ol>	Group work

	<p>4. <i>nilea</i></p> <p>5. ...</p> <p>Have Ss work in groups and rearrange the letters in good order to make the right words.</p> <p>Group who get the highest score with the shortest time will be the winner.</p> <p><b>Answers:</b></p> <p>1. <i>balloon</i></p> <p>2. <i>saucer</i></p> <p>3. <i>argument</i></p> <p>4. <i>alien</i></p> <p>5. ...</p>	
8'	<p><b>PRESENTATION AND PRACTICE 1</b></p> <p>Review the use of modal verbs <i>may</i> and <i>might</i>:</p> <p><b><i>Might/may + V-infi</i></b></p> <p>Ask Ss to work with a partner. Use <i>may</i> or <i>might</i> and talk about Andy's presents.</p> <p>Tell Ss to compare their answers with a friend.</p> <p>Call on some Ss to read their answers in front of class.</p> <p>Feedback and give correct answers:</p> <p>b) <i>It may be a box of crayons, or it might be a box of paint.</i></p> <p>c) <i>It may be a football, or it might be a basketball.</i></p> <p>d) <i>It may be a boat, or it might be a train.</i></p> <p>e) <i>It may be a flying saucer, or it might be a meteor.</i></p>	Whole class and individual work

	f) <i>It might be an evening star, or it might be a spacecraft.</i>	
10'	<p><b>PRESENTATION AND PRACTICE 2</b></p> <p><b>Conditional sentence: type 1</b></p> <p><b>Form:</b></p> <p><b>If clause    main clause</b></p> <p>If S<sub>1</sub> + do, S<sub>2</sub> + will do. (Present simple)    (Future simple)</p> <p><b>Use:</b></p> <p><i>Conditional sentence type 1 can be used to describe situations and consequences that are possible in the present or future.</i></p> <p>Ask Ss to make sentences using conditional sentence type 1. Make sure Ss use the correct verb form in <i>if clause</i> and <i>main clause</i>.</p> <p>Tell Ss to do exercise 2. Complete the sentences by using the verbs in the box.</p> <p>Call on some Ss to read the complete sentences aloud in front of class.</p> <p>Correct mistakes if any.</p> <p>Feedback and give correct answers:</p> <p>b) <i>Lan <b>will miss</b> the bus if she <b>does not hurry</b>.</i></p> <p>c) <i>If Ha <b>is not</b> careful, he'll <b>drop</b> the cup.</i></p> <p>d) <i>Mrs. Nga <b>will join</b> us if she <b>finishes</b> her work early.</i></p> <p>e) <i>If Mrs. Binh <b>writes</b> a shopping list, she <b>won't forget</b> what to buy.</i></p>	Whole class and pair work

12'	<p style="text-align: center;"><b>PRESENTATION AND PRACTICE 3</b></p> <p><b>Conditional sentence type 2</b></p> <p><b>Form:</b></p> <p><b>If clause    main clause</b></p> <p>If S<sub>1</sub> + did, S<sub>2</sub> + would do. (Past simple)    (Future in the past)</p> <p><b>Use:</b></p> <p><i>Conditional sentence type 2 can be used to describe imaginary and unreal or untrue situations/actions at present or in the future.</i></p> <p>Compare and explain the two types of conditionals:</p> <p><i>If Lan works hard, she will pass the exam.</i></p> <p>There is a possibility that Lan will pass the exam if she works hard. It is likely to happen at present or in the future.</p> <p><i>If I had a lot of money, I would buy a house in the center of our city.</i></p> <p>It is unreal situation and never happens at present (he has no money / not much money at present) so if <b><i>I had a lot of money</i></b> is only imaginary situation.</p> <p>Ask Ss to look at the pictures in the book and complete the sentences by using conditional sentence type 2.</p> <p>Tell Ss to exchange the exercise and correct for each other.</p> <p>Call on some Ss to read their answers aloud.</p> <p>Make necessary corrections and give correct answers:</p>	Whole class and pair work
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	<p>b) <i>If Mr. Loc had a car, he would drive it to work.</i></p> <p>c) <i>If Lan lived in Ho Chi Minh City, she would visit Saigon Water Park.</i></p> <p>d) <i>If Nam had an alarm clock, he would arrive at school on time.</i></p> <p>e) <i>If Hoa lived in Hue, she would see her parents every day.</i></p> <p>f) <i>If Nga owned a piano, she would play it very well.</i></p> <p>g) <i>If Tuan studied harder, he would get better grades.</i></p> <p>h) <i>If Na had enough money, she would buy a new computer.</i></p>	
5'	<p style="text-align: center;"><b>PRODUCTION</b></p> <p>Ask Ss to work with a partner and answer the question:  <i>What would you do if you met an alien from outer space?</i></p> <p><i>Note: Ss may be interested in this topic so Ts should let Ss discuss and write/talk about more than three things they would like to do.</i></p>	Pair work
3'	<p style="text-align: center;"><b>WRAPPING</b></p> <p>Summarize main points.  Assign homework.</p>	Whole class

**Phụ lục 1**  
**CÁC BÀI DỊCH MẪU PHẦN *LISTEN AND***  
***READ & READ* TỪ BÀI 6 ĐẾN BÀI 10**

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**Unit 6**  
**LISTEN AND READ**

**Ông Brown đang nói chuyện với một vài người bảo vệ môi trường tình nguyện**

Tôi muốn mọi người lắng nghe một cách cẩn thận. Trước tiên, tôi muốn chia các bạn thành ba nhóm. Mỗi nhóm mang theo năm túi ni-lông. Khi bạn đã thu gom được đầy túi, hãy quay trở lại chỗ tôi khi bạn cần một túi khác. Nhóm 2 nên kiểm tra cát, và nhóm 3 phải kiểm tra dọc theo các tảng đá. Ông Jones sẽ đi tập hợp tất cả các túi sau đó đưa chúng đến bãi rác. Bà Smith đã rất chu đáo chuẩn bị cho chúng ta bữa trưa, tuy nhiên chúng ta sẽ chỉ ăn trưa khi toàn bộ vùng này sạch sẽ. Nếu không tìm thấy chỗ của bạn, tôi sẽ giúp bạn tìm đến đó bằng bản đồ này. Đừng lo...à.... Tôi rất thất vọng về những người đã phá hủy khu vực này. Tuy nhiên chúng ta ở đây để làm một việc gì đó nhằm giải quyết vấn đề ô nhiễm này. Tất cả chúng ta đều phải làm việc tích cực. Và, nếu chúng ta làm việc tích cực, chúng ta sẽ biến bãi biển này trở thành một nơi sạch sẽ như xưa. Các bạn đồng ý như vậy chứ? Nào, chúng ta hãy bắt đầu.

**READ**

"Mẹ ơi mẹ, những gì sẽ xảy ra.  
Nếu tất cả sự ô nhiễm vẫn cứ tiếp tục?"  
"Ôi, thế giới sẽ kết thúc như một bãi rác bỏ phế,  
Với tất cả những gì quý giá sẽ ra đi.  
Những cánh đặng sẽ ngổn ngang ni-lông và hộp thiếc,  
Những dòng suối sẽ phủ đầy bọt bèo.



Và đây những chai sô đa quăng bừa bên bờ dậu  
Hãy cứu lấy chúng ta bằng cách đưa chúng về nhà."  
"Nhưng mẹ ơi, mẹ ơi nếu con ném chai đi,  
Điều đó sẽ không làm ô nhiễm khu rừng phải không mẹ?"  
"Thật ngớ ngẩn! Điều đó không hề giống nhau  
Con hãy giữ im lặng và tử tế  
Nếu con bắt đầu có những ý tưởng ngốc nghếch  
Mẹ sẽ đưa con về nhà ngay.  
Bởi vì ô nhiễm là một cái gì đó mà người khác gây ra,  
Chúng ta chỉ biết tận hưởng ngày vui của chúng ta mà thôi."

## Unit 7 LISTEN AND READ

### **Bà Mi đang nói chuyện với bà Hà, hàng xóm**

*Bà Mi:* Có việc gì vậy chị Hà?

*Bà Hà:* Tôi đang lo lắng về hóa đơn tiền nước gần đây nhất của tôi. Nhiều quá chị à.

*Bà Mi:* Để tôi xem nào. 200000 đồng à! Vậy thì chị nên giảm lượng nước mà gia đình dùng thôi.

*Bà Hà:* Làm thế nào mà giảm được?

*Bà Mi:* Trước tiên hãy gọi một người thợ ống nước đến kiểm tra xem có chỗ thủng nào trong đường ống không.

*Bà Hà:* Tôi sẽ gọi.

*Bà Mi:* Tắm sử dụng bồn tắm tốn gấp hai lần khi tắm vòi sen, vì vậy tôi đề nghị nhà chị nên tắm vòi. Và nhớ khoá nước. Một cái vòi nước rỉ nhỏ giọt có thể tiêu hao đến 500 lít nước mỗi tháng.

*Bà Hà:* Tôi hiểu. Cảm ơn chị.

## READ

Ở các nước phương tây, điện, ga và nước không phải là những thứ xa xỉ mà là những đồ dùng thiết yếu. Các công ty bây giờ đã nhận ra rằng người tiêu dùng muốn mua những sản phẩm không những hoạt động có hiệu quả mà còn phải tiết kiệm tiền nữa.

Đối với những hộ gia đình ở Bắc Mỹ thì thấp sáng chiếm từ 10 đến 15 phần trăm hoá đơn tiền điện. Tuy nhiên, con số này được cắt giảm bằng cách thay thế một bóng đèn 100 W thường dùng bằng một bóng đèn tiết kiệm năng lượng. Những bóng đèn này chỉ tiêu thụ một phần tư số điện của một bóng đèn tiêu chuẩn thường dùng và nó có thể bền hơn gấp 8 lần. Vì vậy người tiêu dùng có thể tiết kiệm được khoảng 7 đến 21 đô la Mỹ trên mỗi bóng.

Ở Châu Âu, có một hệ thống dán nhãn cho tủ lạnh, tủ đá, máy giặt và máy sấy. Nhãn mác thông báo cho người tiêu dùng biết mỗi thiết bị tiết kiệm bao nhiêu năng lượng so với các đồ dùng khác cùng loại.

Cuối cùng thì những sáng kiến này sẽ tiết kiệm được tiền bạc cũng như bảo tồn được tài nguyên Trái Đất.

## Unit 8

### LISTEN AND READ

Mặc dù có nhiều lễ kỷ niệm trong năm, nhưng Tết Nguyên Đán là lễ quan trọng nhất đối với người dân Việt Nam. Tết là lễ hội diễn ra vào cuối tháng giêng hoặc đầu tháng hai. Đây là thời gian mà các gia đình lau chùi và trang trí nhà cửa và thưởng thức các món ăn đặc biệt như bánh chưng. Các thành viên trong gia đình sống rải rác khắp nơi đều về đoàn tụ trong dịp Tết.

Lễ Quá Hải diễn ra vào cuối tháng ba hoặc đầu tháng tư. Lễ hội này được người Do Thái tổ chức ở Israel nhằm tôn vinh tự do cho người nô lệ. Đây cũng là lễ hội mùa xuân cổ xưa. Vào đêm đầu tiên hoặc đêm thứ 2 của ngày lễ Quá Hải, các gia đình Do Thái tổ chức một bữa tiệc gọi là Seder.

Lễ Phục Sinh là lễ hội vui nhộn được tổ chức ở nhiều nước. Nó diễn ra vào khoảng cùng thời gian với lễ Quá Hải. Vào ngày lễ Phục Sinh (Ngày Chủ Nhật Phục Sinh), trẻ em nhận kẹo sô cô la hoặc trứng đường - nếu chúng ngoan ngoãn. Ở nhiều nước, mọi người tụ tập trên đường phố để ngắm những đoàn diễu hành đi ngang qua.

## READ

### Rita (Australia)

Gửi đến người đã dạy con biết yêu thương, biết khóc và biết cười.

Gửi đến người đã khuyên con đừng bao giờ nản lòng và luôn luôn hoàn thành những gì mình bắt đầu.

Gửi đến người mà với tôi tình cảm mạnh mẽ không có ngôn từ nào diễn tả nổi.

Bạn có đoán được người đó là ai không?

Chắc không khó đoán lắm đâu.

### Jane (USA)

Bố thân yêu, con viết những dòng thư này để nói với bố rằng con nhớ và yêu bố biết nhường nào. Con sẽ luôn nhớ ngày cưới của con. Bố đứng đó với những giọt nước mắt đọng đầy trên khoé mắt khi con bước đi bên vịn hôn thê của mình. Bố đã ôm lấy con và cho con cảm giác bố không bao giờ muốn để con ra đi. Nhưng cuối cùng con vẫn phải xa bố để bắt đầu một cuộc sống mới... một giây phút trong cuộc đời đọng mãi trong con. Bây giờ con đã có con rồi bố ạ nhưng con sẽ mãi là cô con gái bé nhỏ của bố! Chúc mừng bố nhân Ngày Của Bố.

### Bob (Australia)

Bạn hỏi tôi suy nghĩ gì về bố mình. Thật tuyệt! Thật tuyệt! Tôi phải nói với bạn rằng bố tôi là người tuyệt vời nhất trên thế giới này. Bạn có biết tôi muốn nói gì không? Bố tôi là một người chu đáo và hào phóng, một người mà không chỉ gia đình mà cả bạn bè đều yêu quý. Với bố, gia đình luôn là ưu tiên hàng đầu. Ốc khôi hải đã làm bố khác với những người khác. Tóm lại, bố tôi thật tuyệt vời. Tôi rất tự hào về bố và yêu bố nhiều lắm. Chúc mừng Ngày Của Bố.

## Unit 9

### LISTEN AND READ

#### Thủy đang nói chuyện với bà

*Thủy:* Bà ơi, dự báo thời tiết trên TV kia.

*Bà:* Cháu bật TV to lên cho bà đi Thủy.

*Thủy:* Dạ vâng thưa bà

**Người dẫn chương trình:** Đây là bản tin dự báo thời tiết cho ngày mai. Hà Nội và các khu vực phía Bắc trời sẽ nắng. Hà Nội sẽ có nhiệt độ từ 23°C đến 27°C. Trời sẽ có mưa dợt bờ

biển Thanh Hoá. Bờ biển giữa phía Nam có thể có bão. Nhiệt độ từ 25°C đến 30°C, cũng sẽ có sấm chớp trên các cao nguyên Trung Bộ. Các khu vực dọc theo đồng bằng sông Cửu Long có thể có mây vào ban ngày. Nhiệt độ ở thành phố Hồ Chí Minh sẽ vào khoảng từ 27°C đến 35°C.

**Thủy:** Thế là hết rồi bà ạ.

**Bà:** Cảm ơn cháu. Cháu đang làm gì vậy?

**Thủy:** Cháu đang chuẩn bị cho một chuyến đi dã ngoại với một vài người bạn cũ.

**Bà:** Tại sao cháu không mang theo áo mưa?

**Thủy:** Bà ạ. Dự báo thời tiết là trời sẽ nắng.

**Bà:** Bà không bao giờ tin vào thời tiết đâu cháu ạ.

**Thủy:** Nhưng bà đã chẳng bỏ lỡ một chương trình dự báo thời tiết nào trên TV đúng không ạ?

**Bà:** Bà chỉ thích xem thôi cháu à.

**Thủy:** Được rồi bà ạ, cháu sẽ mang theo theo áo mưa để phòng vậy. Cháu hy vọng là bạn cháu không chế nhạo cháu.

## READ

**Động đất:** 90 phần trăm các vụ động đất xảy ra ở vành đai Thái Bình Dương, khu vực được biết đến với tên gọi "Vành Đai Lửa". Trong năm 1995, một trận động đất lớn đã tàn phá thành phố Kobe ở Nhật Bản. Nhiều người bị thiệt mạng, nhà cửa và đường xá bị hư hỏng nặng.

**Sóng thần:** Sóng thần là kết quả của một sự dịch chuyển bất ngờ của các chuyển động dưới đại dương của Trái Đất. Vào những năm 1960, một cơn sóng thần đã đổ bộ vào Anchorage, Alaska. Cơn sóng thần đã di chuyển từ Alaska đến California!

**Bão:** Khi sức gió của một cơn bão vùng nhiệt đới lên đến 120 km một giờ thì nó được gọi là *hurricane* ở Nam và Bắc Mỹ, *cyclone* ở Australia và *typhoon* ở châu Á. Từ "typhoon" xuất phát từ từ "tai" của Trung Quốc có nghĩa là lớn và tiếng "feng" có nghĩa là gió. Vì vậy "typhoon" nghĩa là "cơn gió lớn".

**Núi lửa:** Thường thì chúng ta có thể đoán lúc nào núi lửa sẽ phun. Ngọn núi Pinatubo, một ngọn núi lửa ở Philippines, đã phun vào năm 1991. Nó

là sự phun núi lửa lớn nhất trong vòng hơn 50 năm. Hàng trăm người chết, nhưng cũng có hàng ngàn người được cứu sống vì các nhà khoa học đã cảnh báo trước cho người dân về núi lửa.

**Vòi rồng:** Vòi rồng là những trận bão có hình như cái phễu qua các miền đất dưới một trận sấm chớp. Chúng có thể cuốn đi bất kỳ thứ gì trên đường đi. Ở Italia vào năm 1981, một trận cuồng phong đã nhấc bổng một em bé đang ngủ trong chiếc xe đẩy vào không trung và lại đặt nó xuống đất cách đó 100 mét một cách an toàn.

## Unit 10

### LISTEN AND READ

Vật thể bay không xác định (UFOs) là những vật thể bay mà nhiều người tường thuật lại họ đã nhìn thấy trên bầu trời và tin rằng chúng là những phi thuyền đến từ các hành tinh khác. Nhiều nhà khoa học không tin điều này. Họ cho rằng nếu người ta nhìn thấy vật thể bay không xác định thì đó có thể là một phi thuyền, một kính khí cầu dò tìm khí tượng hoặc một thiên thể. Tuy nhiên, vẫn có bằng chứng để cho người ta tin vào sự tồn tại của những vật thể bay không xác định.

Vào năm 1947, Kenneth Arnold, một phi công có kinh nghiệm đã tường thuật lại là có nhìn thấy chín vật thể hình tròn lớn di chuyển với vận tốc 2800 mét mỗi giờ về phía trái và phía bắc núi Rainier.

Vào năm 1952, có hơn 1500 cảnh tượng của vật thể bay không xác định trên thế giới.

Vào năm 1954, một phụ nữ cùng các con của bà tin rằng họ đã nhìn thấy một vật thể bay không xác định phía bên trên nhà mình. Người phụ nữ cho biết chính bà đã nhìn thấy hai người ngoài hành tinh trên chiếc phi thuyền đó.

Vào năm 1964, một người nông dân tuyên bố đã nhìn thấy một vật thể có hình quả trứng trên cánh đồng của mình và những người ngoài hành tinh đang thu thập những mẫu đất.

Vào năm 1971, hai người đàn ông tuyên bố là họ bị người lạ bắt giữ và đưa lên một phi thuyền. Sau khi bị những người ngoài hành tinh này khám xét, họ được thả tự do.

Vào năm 1978, một phi công trẻ và chiếc máy bay của anh ta đã biến mất sau khi nhìn thấy một vật thể bay không xác định.

Vào năm 1981, Renato Nicolai, người lúc đó đang sống ở miền tây nam nước Pháp, thuật lại đã nhìn thấy một vật thể lạ có hình cái đĩa trên ngọn cây cách khu vườn của ông 30 mét.

## READ

### MỘT CHUYẾN DU HÀNH VŨ TRỤ

Bạn có muốn đặt kế hoạch cho một chuyến đi thú vị không? Bạn có một triệu đô la không? Bạn có phải là người có sức khỏe tốt? Bạn có phải là nhà du hành tốt không? Bạn có muốn đi đến một nơi vô định không? Thế thì bạn có thể thực hiện một chuyến đi vào vũ trụ.

Nếu bạn quyết định chọn chuyến đi này, bạn sẽ phải chuẩn bị sẵn sàng từ một vài tháng trước chuyến bay. Bạn phải có thể lực thật tốt. Bạn nên chạy thật nhiều, bơi lội hàng ngày, tập thể hình và hít đất. Bạn phải có giấy chứng nhận sức khỏe của bác sĩ chứng tỏ bạn là người có sức khỏe tốt.

Một khi bạn đã bước vào chuyến đi, bạn sẽ ở vào một thế giới khác. Bạn sẽ thấy các bức tranh của Trái Đất. Bạn cũng có thể tìm thấy đất nước của bạn và những nơi thú vị khác. Bạn sẽ có thể nhìn thấy đại dương, các dòng sông lớn và những ngọn núi cao. Bạn sẽ có thể nhìn thấy chúng nhiều lần vì bạn sẽ quay quanh quỹ đạo 16 lần một ngày! Bạn cũng sẽ có thể nhìn thấy các ngôi sao mà bạn không thể nhìn thấy được ở Trái Đất.

Khi bạn đi vào quỹ đạo, bạn sẽ có thể rời khỏi ghế ngồi và đi dạo trong phòng. Bạn sẽ có thể đi lên tường hoặc trần nhà như trong gánh xiếc. Bạn sẽ không có trọng lượng! Bạn sẽ cảm thấy hoàn toàn tự do và thưởng thức cái cảm giác kỳ diệu mà bạn chưa từng có trước đây. Nếu bạn ở trên tàu bây giờ, bạn sẽ có những điều kỳ diệu này.

Vậy thì bạn có nghĩ là mình có thể đi chuyến đi này không? Bây giờ các bạn hãy bắt đầu ước mơ và một ngày nào đó giấc mơ của bạn có thể trở thành hiện thực.

## Phụ lục 2

# HƯỚNG DẪN CÁC TRÒ CHƠI VÀ HOẠT ĐỘNG THỰC HÀNH TRONG GIỜ HỌC

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### 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.
- + Group1: Today I go to bookstore to buy a book and two pens.
- + Group 2: Today I go to bookstore to buy a book, two pens and a ruler.
- + Group 3: ....

### 2. GUESSING GAME

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

### 3. NOUGHTS AND CROSSES

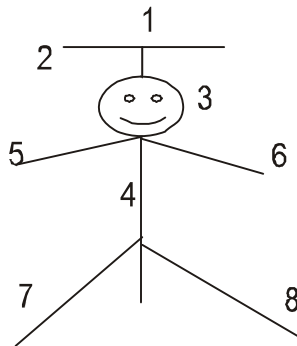
- Kẻ chín ô vuông trên bảng, mỗi ô có chứa một từ (hoặc một hình vẽ). VD:

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

- Chia học sinh thành hai nhóm: một nhóm là “Noughts” (O) và một nhóm là “Crosses” (X).
- Hai nhóm lần lượt chọn từ trong các ô và đặt câu với từ đó. VD: There is a post office near my house.
- Nhóm nào đặt câu đúng sẽ được một “O” hay “X”.
- Nhóm nào có ba “O” hoặc “X” trên một hàng ngang, dọc hoặc chéo sẽ thắng cuộc.

### 4. HANGMAN

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





## 5. LUCKY NUMBERS

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

VD:

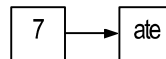
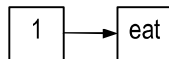
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>

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

## 6. PELMANISM

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

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



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

## 7. JUMBLED WORDS

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

## **8. WORD SQUARE**

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

## **9. MATCHING**

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

## **10. SIMON SAYS**

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

VD:

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

## **11. RUB OUT AND REMEMBER**

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

## 12. SLAP THE BOARD

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

## 13. FIND SOMEONE WHO

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

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

- Yêu cầu học sinh đặt câu hỏi Yes/No cho những từ ở cột dọc. Ví dụ: Can you swim?
- Làm mẫu với một học sinh. Hỏi một câu hỏi bất kỳ trong bảng. Nếu học sinh trả lời "Yes", ghi tên của học sinh vào cột "Name". Lưu ý học sinh rằng các em phải điền vào cột "Name" các tên khác nhau.
- Yêu cầu học sinh đứng dậy đi quanh lớp và hỏi các bạn mình. Học sinh nào điền đủ tên vào cột "Name" trước là người chiến thắng.

#### **14. KIM'S GAME**

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

#### **15. ANSWERS GIVEN**

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

#### **16. ORDERING STATEMENTS**

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

#### **17. ORDERING VOCABULARY**

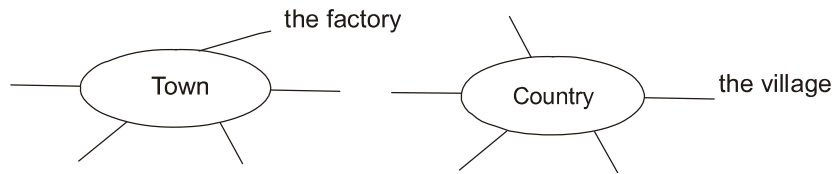
- Giáo viên viết một số từ lên bảng và yêu cầu học sinh viết vào vở.
- Giáo viên đọc một đoạn hoặc cho học sinh nghe băng và yêu cầu đánh số thứ tự (1, 2, 3...) trước các từ nghe được.

#### **18. PICTURE DRILL.**

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

## 19. NETWORKS

- Viết mang từ lên bảng. VD:



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

## 20. SURVEY

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

## 21. SUBSTITUTION DRILL

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

## 22. TRUE/ FALSE REPETITION DRILL

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

## 23. WHAT AND WHERE

- Giáo viên vẽ các vòng tròn lên bảng tương ứng với số lượng từ vừa dạy.
- Viết từ vào các vòng tròn.

- Cho học sinh đọc lại các từ đó.
- Lần lượt xoá các từ trong vòng tròn, chỉ vào vòng tròn trống và yêu cầu học sinh đọc lại.
- Yêu cầu học sinh viết lại các từ vào đúng vị trí trong vòng tròn.

#### **24. WORD CUE DRILL**

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

#### **25. TRUE/FALSE STATEMENTS**

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

#### **26. TRUE/FALSE PREDICTION**

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

#### **27. TOUNGE 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.



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**Thiết kế bài giảng**  
**TIẾNG ANH 9 – TẬP HAI**  
CHU QUANG BÌNH

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**NHÀ XUẤT BẢN HÀ NỘI – 2005**

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