

Period 1/ Week 1**UNIT: 1 A VISIT FROM A PEN PAL****Lesson 1 SECTION: - GETTING STARTED
- LISTEN AND READ**

I/ Objectives: By the end of the lesson, students will be able to know about some places Lan went to with a foreign friend and some activities they look part in together.

II/ Language contents:

Vocabulary:

- Verbs: comprise, correspond, depend, impress, divide, mosque, pray, separate.
- Adjectives: compulsory ethnic, official....
- Nouns: Buddhism, federation, ghost, puppet, religion, soil, territory, climate, Hinduism, mausdlem, region, riggit, tamil...
- Grammar structure:
 - The past simple
 - The past simple with WISH

III/Teaching methods and techniques:

- Matching, Gap fill, Predict dialogue, mapped dialogue.
- Slap the board. Rub out and remember, wordsquare

IV/Teaching aids: text-book, picture cards, word cues, worksheets.

V/Time:**VI/Procedures:****1 Check up: Chatting:**

- 2 Warm up:** Do you have any pen pal?
Where do he / she live ?
Has she / he ever visited your city ?
What activities would do you during the visit?

**3. NEW LESSON: SECTION 1 – GETTING STARTED
- LISTEN AND READ**

Instruction	Content	
Pre- Reading	1) Pre – teach Vocabulary:	
Picture	(to) correspond (v) [ˌkɒrɪsˈpɒnd] : trao đổi	
Explanation	a mosque (n) [ˈmɒsk]: nhà thờ hồi giáo	
Admiring someone or something very much.	(to) impress (v) [ɪmˈpres]: có ấn tượng	
Mime.	(to) be impress (v): bị ấn tượng	
Checking:	(to) pray (v) [preɪ] : cầu nguyện	
Rub out and remember	peaceful (adj) [ˈpiːsfəl]: thanh bình	
Individual	atmosphere (n) [ˈætməˈsfɪə]: bầu khí quyển, không khí	
	(to) depend (v) [dɪˈpend] : on somebody: cần ai cho mục đích gì	
While reading	(to) keep in touch (v): giữ quan hệ	
Give feed back	2) Open – predition:	
To the whole class to the open	Lan’s Malaysia pen pal came to visit her in	

Prediction Work in pair Post – Reading: Ask Ss to recommen places of interest in their city and ask them to discuss where they should take their friends to and what activities they should. HOMEWORK:	Ha noi. Can guessing where she went and what she did during her stay ? + Ask Ss to read the text to check their prediction and add some more imformation and correct option to complete the sentences on page 7. • Answers: 1) lan and Maryam usually write to one another every two week. 2) Maryam was impressed because HN people were friendly. 3) The girls went to see famous places in HN, areas for recreation, aplace of workshop. 4) Maryam wanted to invite lan to Kualalumpar. • Speaking: Cues: + Lang Co beach => Swimming beach in Hue. + BachMa – National park => mountain climbing / ecological tour. + LinhMu – Pagoda, TuDuc tomb => sightseeing / beautiful sight. (Using the patterns). Example: S1: I think we should take our friends to Dong Ba market. We can do shopping or I'll just introduce them a VietNames market. S2: Good idea! I belive they will be interested in it . + Ask Ss to write a short paragraph about what they have just discussed with their partner.
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Period 2 / Week 1

Wednesday, August 19th 2010

UNIT: 1 A VISIT FROM A PEN PAL

Lesson 2 SECTION: - SPEAK

I/ Objectives: By the end of the lesson, students will be able to make and respond to introduction

II/ Language contents:

- Vocabulary: - verbs: depend, impress, divide, mosque, pray, separate.
- Adjectives: compulsory ethnic, official....
- Nouns: Buddhism, federation, ghost, puppet, religion, soil,
- Grammar structure: - The past simple
- The past simple with WISH

III/Teaching methods and techniques:

- Matching, Gap fill, Predict dialogue, answer the question.

IV/Teaching aids: Text-book, picture cards, word cues, worksheets.

V/Time:

VI/Procedures:

1 Check up: Chatting:

- Do you have any pen pal?
- Where do he / she live ?
- Has she / he ever visited your city ?
- What activities would you do during the visit ?

2 Warm up Pelmanism:

(Divide Ss into two teams and ask them to choose two numbers. Turn over the cards and see if they match correctly (Tokyo – Japan)

(1) Tokyo	(2) Perth	(3) Liverpool	(4) Bombay	(5) HoiAn
(a) Australia	(b) Vietnam	(c) Australia	(d) England	(e) India

3 NEW LESSON: SECTION 2 – SPEAK

Instruction	Content	
Teacher introduces the situation: Nga is talking to Maryam. They are waiting for Lan outside her school. Ask Ss to do exercise a / P.8 Work in pairs Correct order to make a complete dialogue. Ask some questions to check Ss understanding:	• Answer: 1. Hello. You must be Maryam. c) That's right, I'm. 5. Pleased to meet you. Let me introduce myself. I'm Nga. b) Pleased to meet you, Nga. Are you one of Lan's classmates? 4. Yes, I'm. Are you enjoying your staying in Vietnam? d) Oh yes, very much. Vietnamese people are very friendly and Hanoi is a very interesting city. 2. Do you live in a city, too?	

- Have Nga and Maryam met each other before ? - (No). - Is Maryam enjoying her stay in Hanoi ? - (Yes). - What does she like in Viet Nam?. - (Vietnamese people is very friendly and Hanoi is a very interesting city) - Ask Ss to work in pairs to practice the dialogue. - First ask some pair to present their dialogue. - Then ask Ss to practice with their partner. - While students are doing their tasks, teacher goes round, takes notes things should be corrected afterwards Do the delayed	e) Yes, I live in Kuala Lumpur. Have you been there ? 3. No. Is it very different from Hanoi ? a) The two cities are the same in some ways. * Teacher plays the role of A. Students play the role of B. Reverse roles. - Set the scene: “ You are talking to Maryam’s friend. Introduce yourself.” - Ask Ss to take turn to be one of Maryam’s friends and practise. Exercise 1: A: Hello. You must be Yoko. B: That’s right I am. A: Are you enjoying your stay in Hue? B: Oh yes. Very much. I like Vietnamese people and I love old cities in Vietnam. A: Do you like in the city , too? B: Yes, I live in Tokyo. Have you been there? A: No. What is it like? B: It’s a busy big capital city. It’s very different from Hue. A: I see. Exercise 2: A:Hello you must be Paul. B: That’s right, I’m. A: Pleased to meet you. Let me introduce myself. I’m Le. B: Pleased to meet you, Le. A: Are you enjoying your stay in Viet Nam? B: Yes very much. I love the people, the food, and the beaches in Viet Nam. A: Do you live in a city, too ? B:Yes, I live in Liverpool in England. Have you been there? A: No. What’s it like ? B: It’s a industrial city, in the North of England. A: I see. Exercise 3: A:Hello. you must be Jane.	
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correction. + Final sounds : k, v, d... + Intonation in Yes / No questions: Home work:	B: That's right, I'm. A: Pleased to meet you. Let me introduce myself. I'm Ha. B: Pleased to meet you, Ha. A: Are you enjoying your stay in Viet Nam? B: Oh yes, very much. I love the temples, and churches in Viet Nam and I love <i>ao dai</i>. A: What about the food ? B:I love Vietnames food,especially <i>nem</i> A: Do you live in the city? B: No. I live in Perth in Australia. Have you been there? A: I'm afraid not. What's it like ? B: It's a quiet small town. A: I see. - Ask students to copy on dialogue they like into their notebook. - Learn vocabulary and model sentences. - Prepare section: Listen and language focus : (The past simple : page 11. 12) (The past simple with WISH page : 12).	
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Period 3/ Week 2

Date:.....

UNIT: 1 A VISIT FROM A PEN PAL

Lesson 3 SECTION: - LISTEN

I/Objectives: By the end of the lesson, students will be able to listen to specific information to select the correct pictures and to use past simple, past simple with wish

II/ Language contents:

- Vocabulary: - Verbs: depend , impress, divide, mosque, pray, separate.
- Adjectives: compulsory ethnic, official....
- Nouns: Buddhism, federation, ghost, puppet, religion, soil,
- Grammar structure: - The past simple
- The past simple with WISH

III/Teaching methods and techniques:

- Matching, Gap fill, Predict dialogue, answer the question .
- Jumbled words; open predictions.

IV/Teaching aids: text-book, , picture cards, word cues, worksheets.

V/Time:

VI/Procedures:

1 Check up: Chatting: .

Do you have any pen pal?

Where do he / she live ?

Has she / he ever visited your city ?

What activities would do you during the visit ?

2 Warm up Jumbled words:

+ tccah = catch ; + rkap = park

+ ondp = pond ; + rssag = grass

+ ruublmage = hamburger ; (divide the class into two teams.- sak Ss

from each team to go to the board and write down the correct words).

3 NEW LESSON: SECTION 3 – LISTEN

Instruction	Content	
Pre – listening: Ask Ss to look at the pictures and tell the class what there is in each one, where the place is, what the people are doing. Ask Ss to listen to the tape to check their guesses.	• Pre – Listening: Set the scene: “Tim Jone’s Mexican pen pal, Carlos is visiting the USA”. • Open predictions: - Tell Ss that Tim is talking Carlos to visit some place. Ask to think of three things that Tim and Carlos are doing. + Possible answers: • They are going to the park. • They are taking a bus. • They are going to the restaurant.	

Give feedback: Ask Ss to work in pairs to ask and answer questions about what Ba, Nga, Lan, Nam and Hoa did on the weekend (exercise 1 / P.11). Ask Ss to use the words and the pictures in the book - Ask Ss to make three wishes of their own. ⇒ WISH is used when we want really to be different and exactly opposite of the truth, e.g expresses wishes in the present. ⇒ Form: I wish + S + Past Simple Homework: learn by heart vocabulary and model sentences. Prepare section : Read	- Ask Ss to listen to the tape the second time to choose the correct picture. • Answer key: a) - 1 b) - 2 c) - 2 • Give feedback: a) Be careful. You're walking on the grass. The park keeper is growing some more – you'll kill the new grass! b) That's a 103 bus. We want the number 130. c) I can eat Mexican food at home. I love American food. I'd rather eat hamburgers. The past simple: Set the scene: This is the conversation between Tan and Phong. They are talking about what Ba did on the weekend. Tan: What did Ba do on the weekend ? Phong: He went to see the movie called “Ghosts and Monsters”. Tan: When did he see it ? Phong: He saw it on Saturday afternoon at two o'clock. Set the scene: “Lan and her friends are holding a farewell party for Maryam. Write the things they did to prepare for the party.” Do exercise: Example: a. Hoa baked a cake. b. Hai hung colorful lamps on the wall/ in the room. The past simple with wish Ask Ss to look at the picture and answer the questions • Is he tall ? No. – Is he happy with it? No. • What does he have in his mind? “I wish I were taller. • What tense was used in the clause after wish? Past Tense
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Period 4 / Week 2

UNIT: 1 A VISIT FROM A PEN PAL

Lesson 4 SECTION: - READ

I/Objectives: By the end of the lesson, students will be able to have some knowledge about Malaysia, one of the countries of the ASEAN

II/ Language contents:

- Vocabulary: - verbs: depend, impress, divide, mosque, pray, separate.
- Adjectives: compulsory ethnic, official....
- Nouns: Buddhism, federation, ghost, puppet, religion, soil,
- Grammar structure: - The past simple
- The past simple with WISH

III/Teaching methods and techniques:

- Matching, Gap fill, Predict dialogue, answer the question.
- Jumbled words; open predictions. Hangman, interview.

IV/Teaching aids: text-book, , picture cards, map of countries of the ASEAN.

V/Time:

VI/Procedures:

1 Check up: Answers the questions :

What did Ba do on the weekend?

When did she go ?

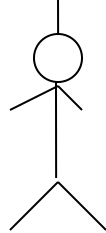
2 Warm up Hangman:

Draw strokes on the board. Each stroke stands for a letter of the word.

- If a student's guess is not right, the teacher draws a stroke (according to the order in the picture).

- If student guess wrong eight times, they lose. Teacher gives the answer.

_____ The word has - - - - - letter. It is MALAYSIA.



3 NEW LESSON: SECTION 4 -READ

Instruction	Content	
Pre – Reading: Individual (Pair work).	1) Vocabulary: ASEAN : Association of South East Asian Nations: Hiệp hội các quốc gia Đông Nam Á Association (n) [ə,sousi'eiʃn] : Sự liên kết (to) separate (n) ['sepəreɪt] (v) ['sepəreit]: tách ra , riêng biệt Currency (n) ['kʌrənsi]: lưu hành	

While – Reading: Ask Ss to read the text to find out the answers to their questions - Ask Ss to read the text the second time to fill in the chart in exercise a)/ on page. 10 Post – Reading: - Ask Ss to work in pair. - Give Ss their task.	Religions (n) [ri'lidʒən] : các tôn giáo Widely (adj) ['waidli] : nhiều , rộng rãi Primary school (n) ['praɪməri,sku:l] trường tiểu học Secondary school (n) ['sekəndri]: trường trung học, cấp II Compulsory (adj) [kəm'pʌlsəri] : ép buộc , bắt buộc Compulsory educations: giáo dục phổ cập - Ask Ss what they know about Malaysia. - Ask them to make questions for what they want to know. Expected questions: • Where is it ? • What is its population? • How big is Malaysia ? • What language is spoken in this country ? - Ask Ss to read the text to find out the answers to their questions. - Teacher give feedback to the class. - Ask Ss to read the text the second time to fill in the chart in exercise a)/ on page. 10 Answers: 1) 329,758. 2) Over 22 million. 3) Tropical climate. 4) The ringgit (consisting of 100 cent). 5) Kuala Lumpur. 6) Islam 7) Bahasa Malaysia 8) English - ask students to read the text to do the True or False statements. Answer: 1) T 2) F (There are more than two regions.) 3) F (English, Chinese, and Tamil are also widely spoken). 4) F (One of the three: Malay, Chinese, Tamil). 5) F (English is a compulsory second language, not primary language of instruction.)	
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Post – Reading:	-Ask Ss to answer the questions in front of the class. Teacher give feedback to the whole class. • Interview: - Ask Ss to work in pair. - Give Ss their task. A: You are going to visit Malaysia. Prepare some questions to ask Maryam about her country,(refer to the chart on page 10). B: You are Maryam from Malaysia. You have to answer the questions about your country. A: Hi, Maryam. I going to visit Malaysia on my summer holiday. I'd like to know something about your country. Can you help me ? B: yes , certainly. A: What language is spoken in your country ? B: Bahasa Malaysia. English, Chinese, and Tamil are also widely spoken. A: Do children have to study any foreign language in school ? B: yes, English is a compulsory second language in secondary school. A: Ah, I see. What about the people? What are they like? B: I think they are friendly,... • Do project: In your group of eight do a project to introduce your city as tourist attraction. Use the cues: - Where is your city ? - What is it famous for ? - What could people do when coming to the city ? - Where could they go? - What could do you to make your city more attractive ? - Etc.	
Homework:		

Period 5/ Week 3

UNIT: 1 A VISIT FROM A PEN PAL

Lesson 5 SECTION: - WRITE

I/Objectives: By the end of the lesson, students will be able to write a personal letter

II/ Language contents:

- Vocabulary: - verbs: depend, impress, divide, mosque, pray, separate.
- Adjectives: compulsory ethnic, official....
- Nouns: Buddhism, federation, ghost, puppet, religion, soil,
- Grammar structure: - The past simple
- The past simple with WISH

III/Teaching methods and techniques:

- Matching, Gap fill, Predict dialogue, answer the question.
- Jumbled words; open predictions. Hangman, interview.

IV/Teaching aids: text-book, , picture cards, map of countries of the ASEAN.

V/Time:

VI/Procedures:

1 Check up: Answers the questions :

- Where is your city ?
- Where could they go?
- What could do you to make your city more attractive ?

2 Warm up Chatting:

Teacher asks Ss the questions:

- Have you ever visited any other places in Viet Nam?
- When did you go ? - How did you get there ?
- Did you visit any places of interest ? - Did you buy any thing?
- When you are away from home, do you keep in touch? How?

3 NEW LESSON: SECTION 5 -WRITE

Instruction	Content	
Pre – Writing:	1) Vocabulary: (to) try : (v) [traɪ] : thử; cố gắng (to) disappoint (v) : [ˌdɪsəˈpɔɪnt] làm chán ngán, làm thất vọng	
Individual : Ask Ss on their own answer the following questions	• Set the scene: “ Imagine you are visiting your relatives or friends in another part of Viet nam or a different country” : 1) Where are you now? How did you get there ? 2) Who did you meet? 3) What have you done ? –(What places	

Ask Ss to work in pairs to talk to each other about their visit. - Ask Ss to look at the outline on page 11 and ask them what part of the letter they are going to write. (Body of letter)	have you visited ? / - Who have you met? / - What kinds of food have you tried? / - What souvenirs have you bought ?) 4) How do you feel now ? 5) What do you think interest you most? 6) When you are returning home ? - Ask two or three stdents to tell the class about their visit. - Remind students about the format of a personal letter by asking the question: What are the parts of a personal letter? - Answer: A. Heading – Writer’s address and the date. B. Opening – Dear.... C. Body of the letter D. Closing – Your friend / Regard / Love. - Ask Ss to write a letter to their family, telling them about their visit. - Ask Ss to look at the outline on page 11 and ask them what part of the letter they are going to write. (Body of letter) - Ask Ss to follow the outline to write their own letter. - Ask them to swap their letters, compare with their partner’s, and correct if they can. - Suggested ideas: First paragraph: I arrived at Da nang airport/ train station / bus station at 2 pm / 8 am / late in the afternoon / at midnight, etc. on Tuesday/ Wednesday/ Saturday... Hoa / Nam / uncle Tan . aunt Huong met me the airport / train station / bus station, then he / she took me home by taxi / motorbike / bicycle.... . Second paragraph: I have visited / been to many places like the beaches, the Cham Museum, Marble Mountains, supermarkets, the water park, etc
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Post- writing Homework:	I have tried different foods: seafood, Danang speciality.... I will visit Hoi An and My Son tomorrow / on Sunday... Third paragraph: I fell so happy and enjoy myself so much. The people here are so nice and friendly, the foods are so delicious, and the sights are so beautiful. I will leave Da Nang at 2 am/ 7 pm ... next Thursday? Sunday...and will arrive home at 11 pm / 5 am ... please pick me up at the airport / bus station / train station... Correction: - Choose some letters to correct in class (using projector if possible) Ask students to write their letters (after correction) on their notebooks.	
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Evaluation:

Period 6/ Week 3

Date:.....

UNIT: 1

A VISIT FROM A PEN PAL

Lesson 6

SECTION - LANGUAGE FOCUS

I/Objectives: By the end of the lesson, students will be able to listen to specific information to select the correct pictures and to use past simple, past simple with wish

II/ Language contents:

- Vocabulary: - verbs: depend , impress, divide, mosque, pray, separate.
- Adjectives: compulsory ethnic, official....
- Nouns: Buddhism, federation, ghost, puppet, religion, soil,
- Grammar structure: - The past simple
- The past simple with WISH

III/Teaching methods and techniques:

- Matching, Gap fill, Predict dialogue, answer the question .
- Jumbled words; open predictions.

IV/Teaching aids: text-book, , picture cards, word cues, worksheets.

V/Time:

VI/Procedures:

1 Check up: Chatting: .

Do you have any pen pal?

Where do he / she live ?

Has she / he ever visited your city ?

What activities would do you during the visit ?

2 Warm up Jumbled words:

+ tccah = catch ; + rkap = park

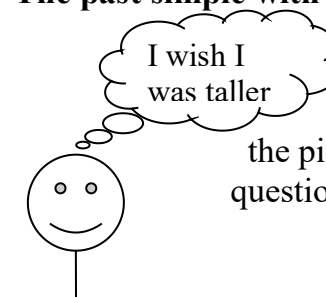
+ ondp = pond ; + rssag = grass

+ ruublimage = hamburger ; (divide the class into two teams.- sak Ss

from each team to go to the board and write down the correct words).

3 NEW LESSON: SECTION 3 – LISTEN

Instruction	Content	
Ask Ss to work in pairs to ask and answer questions	• Form: Verb + ED or Past Form of Irregular Verb (V2): meaning: đã	
Ask students to look at the real situations and make wishes.	- Tell them that the activities happened in definite time in the past. Possible conversation: 1. A: What did Nga do on the weekend ? B: She went to the concert performed by HaNoi singers. A: When did she go ? B: She went there on Saturday at 8 pm.	
Ask Ss to make three	2. A: What did Lan do on the weekend ? B: She went camping held by Y & Y.	

wishes of their own	A: When did she go ? B: She went camping all the weekend. She went on Saturday morning. 3. A: What did Nam do on the weekend ? B: He wanted a soccer match Dong Thap vs The Cong. A: where did he watch it? At the stadium? B: No, he watched it on TV. 4. A: What did he do on the weekend ? B: She went to see a play called “Much Ado about Nothing”. A: When did she go to see it ? B: She saw it on Sunday at 7 pm. Set the scene: “Lan and her friends are holding a farewell party for Maryam. Write the things they did to prepare for the party.” Do exercise: Example: 1) Hoa baked a cake. 2) Hai hung colorful lamps on the wall/ in the room. 3) Hanh bought flowers. 4) Tan painted a picture of Hanoi 5) Nga and My went shopping. The past simple with <i>wish</i>  Ask Ss to look at the picture and answer the questions • Is he tall ? No. – Is he happy with it?. No. • What does he have in his mind? “I wish I were taller. • What tense was used in the clause after wish? Past Tense ⇒ WISH is used when we want really to be different and exactly opposite of the truth, e.g expresses wishes in the present. ⇒ Form: I wish + S + Past Simple
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	b) I wish I were in the swimming pool now. c) I wish I had a computer now. d) I wish I lived close to school. e) I wish I had a sister. f) I wish I drew well. g) I wish I had my friend's phone number. h) I wish I knew many friends. i) I wish it rained so often in my hometown. j) I wish there were rivers and lakes in my hometown. - Homework: learn by heart vocabulary and model sentences. Prepare section : Read	
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Period 7/ Week 4

UNIT: 2

CLOTHING

Lesson 1

**SECTION: - GETTING STARTED
- LISTEN AND READ**

I/Objectives: By the end of the lesson, students will be able to know some more about Aodai, the traditional dress of Vietnamese women. and *(to ask and respond to question on preferences, to write an exposition and to read the text for details).*

II/ Language contents:

- Vocabulary: - a poet, a long silk tunic, (to slit, inspiration, ethnic minorities a pattern, (to) take inspiration from something.
- Grammar structure: - The present perfect
- The passive form (review)

III/Teaching methods and techniques:

- Matching, Gap fill, Predict dialogue, answer the question.
- Jumbled words; open predictions. Hangman, interview.

IV/Teaching aids: text-book, , picture cards, .

V/Time:

VI/Procedures:

1 Check up: write wishes you want to make in these situations :

2 Warm up Quiz: (Answer the questions)

Divide class into groups. Ask them to look at the clothes people are wearing and take turn to decide where each person comes from.

Ex: T: Where does the woman in the picture a) come from?

S1: She comes from Japan

T: How do you know she comes from Japan ?

S1: Because she is wearing a Kimono.

(The group who gives the correct answer gets a point.)

**3 NEW LESSON: SECTION 1 – GETTING STARTED
- LISTEN AND READ**

Instruction	Content	
Pre reading: Example : Nguyen Du Translation Explanation Translation Example Picture Checking :R.O and R While – Reading:	1) Pre – teach vocabulary: a poet (n) ['pouit] : nhà thơ a long silk tunic (n) : áo lụa dài rộng (to) slit (v) [slit]: xẻ (xẻ ở đường hông) Inspiration (n) [ˌɪnspe'reɪʃn] : cảm hứng, hứng khởi (to) take inspiration from something: lấy cảm hứng từ cái gì... Ethnic minorities (n) ['eθnik] [maɪ'nɔːrɪti] : các dân tộc thiểu số a pattern (n) ['pæt(ə)n] : hoa văn	

Period 8/ Week 4**UNIT: 2****CLOTHING****Lesson 2****SECTION:****- SPEAK**

I/Objectives: By the end of the lesson, students will be able to ask and respond to questions personal refereces

II/ Language contents:

- Vocabulary: - baggy pants, casual clothes, school uniform, favorite clothes, sleeveless sweater, faded jeans, plaid skirt, plain suit.

- Grammar structure: - The present perfect
- The passive form (review)

III/Teaching methods and techniques:

- Matching, Gap fill, Predict dialogue, answer the question .
- Jumbled words; open predictions. Hangman, interview.

IV/Teaching aids: text-book, , picture cards, .

V/Time:**VI/Procedures:****1 Check up: Answer the questions:**

- What do you do usually wear on the weekend?.
- Who used to wear Ao dai by tradition?.

2 Warm up Wordquare:

Divide class into two groups. Ss from each team go to the board and circle the words they have found the write them down in the column of their team.

Answer: → Sweater, jeans, skirt, striped, baggy, plain. ↙ Bouse, ↘ Siut, ... ↓ Plaid, short, pants, shirt.. Ss finds 8 nouns and 4 adjectives about clothing in the wordquare. The team which has more words will win the game	A	T	P	L	A	I	N	B	D	F
	C	R	G	H	T	Z	L	P	W	O
	P	I	O	I	K	O	Y	A	M	X
	L	H	U	E	U	J	R	N	V	L
	A	S	H	S	W	E	A	T	E	R
	I	A	E	H	I	N	G	S	J	S
	D	H	M	O	B	A	G	G	Y	L
	T	S	T	R	I	P	E	D	J	O
	F	I	W	T	J	E	A	N	S	T
	U	K	B	S	K	I	R	T	B	E
T: Stick The Poster on the board:										

3 NEW LESSON: SECTION 1 – SPEAK

Instruction	Content	
Activity 1: Ask Ss to look at the pictures and match them with the phrases:	• Answer key: a) a colorful T- shirt. b) a sleeveless sweater: áo len ngắn tay c) a striped shirt.	['sli:vli:s] ['swetə]

Pair work - Ask Ss to remember the phrases on page 14, 15 in 30 seconds. Then let their books closed. - Group with the most words wins the game. Activity 2: Ask Ss to work in groups of 8 or 10 Ss each to read and write two more questions for the last section of the survey about Sstudent's wear. Activity 3: Ask Ss to interview their friends HOMEWORK:	d) a plain suit. Đồ veston, comple e) a faded jeans f) a short – sleeved blouse g) a baggy pants h) a plaid skirt i) blue shorts. • Check the Kim's game: - Devidi the class into four group. - Ss from each group take turn to go to the board write as many words as they can. The form of the survey many look like this. <table><tr><th>Questions</th><th>Name</th><th>Items of clothes</th><th>Note</th></tr><tr><td>1) what do you usually wear on the weekend?</td><td></td><td></td><td></td></tr><tr><td>2) why do you wear these clothes?</td><td></td><td></td><td></td></tr><tr><td>3) What is your favorite type of clothing? Why?</td><td></td><td></td><td></td></tr><tr><td>4) Is it comfortable to wear uniform?</td><td></td><td></td><td></td></tr><tr><td>5) What colour is it ?</td><td></td><td></td><td></td></tr><tr><td>6) What type of clothing do you usually wear on the Tet holiday?</td><td></td><td></td><td></td></tr><tr><td>7) What would you wear to a party ?</td><td></td><td></td><td></td></tr></table> Activity 3: - After Ss have finished their task ask them to report the result of their survey in their group. The survey should begin as follow: <i>Three people said that they liked their uniform.</i> <i>Two people said that they usually wore colorful T-shirt on the weekend.</i> <i>Chi said she loved baggy pants.</i> - Ask Ss to make a list of types of clothing that most of students in the class like wearing on different special cases.	Questions	Name	Items of clothes	Note	1) what do you usually wear on the weekend?				2) why do you wear these clothes?				3) What is your favorite type of clothing? Why?				4) Is it comfortable to wear uniform?				5) What colour is it ?				6) What type of clothing do you usually wear on the Tet holiday?				7) What would you wear to a party ?			
Questions	Name	Items of clothes	Note																														
1) what do you usually wear on the weekend?																																	
2) why do you wear these clothes?																																	
3) What is your favorite type of clothing? Why?																																	
4) Is it comfortable to wear uniform?																																	
5) What colour is it ?																																	
6) What type of clothing do you usually wear on the Tet holiday?																																	
7) What would you wear to a party ?																																	

Period 9/ Week 5

UNIT: 2

CLOTHING

Lesson 3

SECTION:

- LISTEN

- LANGUAGE FORCUS 1

I/Objectives: By the end of the lesson, students will be able to list for specific information, describe what people are wearing and know use the present perfect “with FOR and SINCE.”

II/ Language contents:

- Vocabulary: - announcement, missing, an entrance, fair, a doll.
- Grammar structure: - The present perfect
 - The passive form (review)

III/Teaching methods and techniques:

- Matching, Gap fill, Predict dialogue, answer the question.
- Jumbled words; open predictions. Hangman, interview.

IV/Teaching aids: text-book, , picture cards, .picture page on 16

V/Time:

VI/Procedures:

3 NEW LESSON:

SECTION 1 – LISTEN

- LANGUAGE FORCUS 1

Instruction	Content	
I) Warm up: (The team which write more words in limited time is the winner.) Pre – Listening: Ask Ss to look at the pictures on page 16 and answer the questions about each of them. Eliciting: Modelling: Translation: Synonym : of lost Synonym: of a door, gate Explanation: Checking: slap the board While – Listening:	* Revision: - Write the words CLOTHING on the board. - Divide the class into 2 teams. Ss from 2 teams go to the board and write the words relating to CLOTHING. Students answer the questions about each of them: - What are these ? - What is this ? - What color is it ? - What color are these ? 3 Pre – teach vocabulary: announcement (n): [ə'naʊnsmənt] thông báo, loan báo, cáo thị; missing: ['misiŋ] (synonym of lost): thất lạc an entrance (n) ['entrəns]: lối vào, fair (n): [feə] hội chợ • <i>Set the scene:</i> You will hear an announcement about a lost little girl called Mary. A. ask students to listen and answer the questions: 1) How old is she ? (She is three).	

Ask Ss to work in pairs to practice the dialogues. - The teacher goes round the class, taking notes in order to help correct Ss pronunciation, intonation, past participle of irregular verbs:	4 A: come and see my photo album. B: Lovely! Who's this boy ? A: Ah! It's Quang, my brother's friend. B: How long have known him ? A: I've known him for seven months . B: Have you seen him recently ? A: No, I haven't seen him since January. He has (+ -ed) 5 A: Come and see my photo album. B: Lovely! Who's this girl ? A: Ah! It's Hoa, my new friend. B: How long have you known her? A: I've known her for three weeks . B: have you seen her recently ? A: No, I haven't seen her since Monday. She has (+ - ed) Tell ask Ss they can also ask each other about themselves on this topic – How long they have known each other. Example: A: How long have you known Tam ? B: I have known her since last week. Ask students to write in their notebook what they have described to their friends about one of their friends and the conversations b) and c)	
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(III) HOMEWORK:

- Learn vocabulary and structures by heart.
- Do exercises again.
- Prepare section READ.

Period 10 / Week 5

UNIT: 2

CLOTHING

Lesson 4

SECTION: - READ

I/Objectives: By the end of the lesson, students will be able to understand the text for details, about jeans

II/ Language contents:

- Vocabulary: - material, cotton, (to) wear out, a style, (to) embroider, label.
- Grammar structure: - The present perfect
- The passive form (review)

III/Teaching methods and techniques:

- Matching, Gap fill, Predict dialogue, answer the question.
- Shark's attack, open predictions. Hangman, interview.

IV/Teaching aids: text-book, , picture cards, .

V/Time:

VI/Procedures:

1 Check up: write some words and answer the questions

- How old is she/ he ? What is she/ he like?
- What type of clothing does she / he like wearing?
- What is she/ he wearing today ?

2 Warm up Shark's attack:

Draw 5 gaps for the word JEANS : - - - - -

(Draw some steps, then stick the cut boy or girl on the top of the steps, the shark is in the sea)

Ask students as whole class for the letter in the alphabet. They have to try to guess the word, if their guess is wrong the girl / boy has to step down. The game continues until Ss find out the word JEANS and the shark can't eat the boy / girl.

3 NEW LESSON: SECTION 1 – READ

Instruction	Content	
Pre- Reading: Whole class. Eliciting, Modelling Translation.; realia, explanation , picture Realia. Checking: What and Where (write each word in a callout on the board. Practice saying the words, rub out the words one by one. While reading: Ask Ss the question: What do you do want to	1) Pre teach vocabulary: material (n) [mə'tiəriəl] chất liệu, nguyên liệu cotton (n) ['kɒtn] : bông, sợi bông (to) wear out : [weə] làm rách a style (n) : [stail] kiểu dáng (to) embroider (v) [im'brɔɪdə] thêu hoa văn, a label (n) ['leɪbl]: nhãn , nhãn hiệu Get Ss to repeat the words including the rubbed out ones. Students try to remember all the words. Brainstorming: Elicit questions from students: ⇒ Who first designed jeans ? ⇒ When did jeans become popular?/ Why ?	

know about jeans? Make questions: Ask Ss to read the text to fill in the missing date and words, exercise a), on page 17. Post – reading: Have Ss work in groups to discuss the questions. Homework:	⇒ Where were jeans made ? ⇒ What were jeans made of ? ⇒ What are some famous jeans designers ? Ask Ss to read the text to find out the answer to their questions and add more ideas. • Answer: 1. 18th centuryjeans cloth..... 2. 1960 s..... students..... 3. 1970s..... cheaper 4. 1980s fashion 5. 1990s sale..... - Have Ss work in pair to answer the questions (exercise; b) on page 18). - Give feedback. * Question and answers: 1) Where does the word jeans come from ? - <i>The words jeans comes from a kind of material that was made in Europe.</i> 2) What was the 60s' fashions ? - <i>The 60s' fashions were embroidered jeans, painted jeans and so on.</i> 3) Why did more and more people begin wearing jeans in the 1970s ? - <i>Because jeans became cheaper .</i> 4)When did jeans at last became high fashion clothing ? -<i>Jeans at last became high fashion clothing in the 1980s.</i> 5) Why did the sale of jeans stop growing ? - <i>The sale of jeans stopped growing because the worldwide economy situation got worse in the 1990s.</i> Discussion: 1.Do you like wearing jeans ? Why ? Why not ? 2.What type of jeans do you love wearing ? 3.Do you jeans are in fashion? Ask Ss to write down what they have talked about in groups in their notebooks.	
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Period 11/ Week 6

UNIT: 2

CLOTHING

Lesson 5

SECTION: - WRITE

I/Objectives: By the end of the lesson, students will be able to write an exposition, presenting one side of argument.

II/ Language contents:

-Vocabulary: - (to) encourage, (to) be equal in, (to) bear one's name, freedom of choice, self- confident.

- Grammar structure: - The present perfect
- The passive form (review)

III/Teaching methods and techniques:

- Matching, Gap fill, Predict dialogue, answer the question .
- chatting, presentation, Hangman, interview.

IV/Teaching aids: text-book, , picture cards, .

V/Time:

VI/Procedures:

1 Check up: Answer the questions

- What were jeans made of ?
- where were jeans made ?
- Where does the word jeans come from ?

2 Warm up Chatting:

Ask Ss some questions about their feeling when wearing different types of clothing.

- * How often do you wear uniforms ?
- * How do you feel when wearing uniforms ?
- * If you have a choice, what type of clothing do you want to wear when going to school ? – Why do you choose it ?

3 NEW LESSON: SECTION – WRITE

Instruction	Content	
Presentation: Explanation ☺ to give hope, support or confidence to somebody) Picture Checking: Rub out and remember T:asks “What is this in English ?” Tell students it is the outline to present one side of an argument. [ˈɑːgjumənt] lý lẽ, luận cứ	1) Pre teach – Vocabulary: (to) encourage (v) [inˈkʌrɪdʒ]: động viên khuyến khích (to) be equal in : [ˈiːkwəl] công bằng, bằng nhau, cân bằng (to) bear one's name : [beə] mang tên Freedom of choice : tự do lựa chọn Self-confident : (adj): [ˌselfˈkɒnfɪdənt] tự tin, tự tin, có lòng tin ở bản thân 2) Presentation: Stick or draw the following table on the board: Give out to the students sets of different	

Tell students to work in group to discuss and get some more ideas about the topic. Post Writing: - Take some writing to correct in front of the class. Homework:	+ Why should secondary students wear casual clothes ? (<i>Wearing uniforms makes students feel comfortable, give them freedom of choice, make Ss feel confident, makes school more colorful and lively.</i>) - Ask students on their own to write a paragraph of 100- 150 words to support the argument that secondary school Ss should wear casual clothes, using the outline on page 19. + When the Ss have finished writing, let them compare their writing and correct mistakes. - Ask students to write the passage into their notebook . - Do exercises again . - Learn vocabulary and structures by the heart. - Prepare section Language focus : 2, 3, 4, 5)	
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Example:

In my opinion, wearing casual clothes to go to school is extremely interesting.

Firstly ! casual clothes make students feel more comfortable because they are not constrained to wear uniforms that they don't like.

Secondly ! Students can choose their clothes according to their tastes. They can make a free choice of the sizes, colors and fashions of the clothes that they love. Therefore, the clothes fit and look better of them.

Thirdly ! casual clothes make them feel self- confident when they are in their favorite clothes.

Finally : School will be more colorful and lively with students in their different clothes.

In conclusion, it is convenient for students to wear casual clothes to go to school ./.

Period 12 / Week 6

UNIT: 2

CLOTHING

Lesson 6

SECTION: - LANGUAGE FOCUS : 2, 3, 4, 5.

I/Objectives: By the end of the lesson, students will be able to practise ALREADY and YET in the present tense distinguish the difference in using the past simple and the present perfect tense, and able to use passive form of present perfect, simple present, simple past and simple future; practice passive modal auxiliaries

II/ Language contents:

- Vocabulary: -
- Grammar structure: - The present perfect
 - The passive form (review)
 - Passive modal auxiliaries

III/Teaching methods and techniques:

- Matching, Gap fill, Predict dialogue, answer the question .
- Pelmanism, presentation, Hangman, interview.

IV/Teaching aids: text-book, , picture cards, .

V/Time:

VI/Procedures:

1 Check up: Answer the questions

- How often do you wear uniforms ?
- How do students feel when wearing uniforms ?
- Why does wearing uniforms bear their school's name ?

2 Warm up Pelmanism:

Prepare 10 cards with numbers (1- 10) on one side and the verbs on the other.

(a) visit	(b) go	(c) see	(d) do	(e) write
(1) went	(2) done	(3) visited	(4) written	(5) saw

Each team choose two numbers – turn the cards over if they match:

e.g : **run** => **ran**; that team gets one mark.

3 NEW LESSON: SECTION – WRITE

Instruction	Content	
Presentation: Individual Teacher the whole class. Elicit from students.	A. The present perfect; I. Review the present perfect with AREADY & YET: - Set the scene: you and your friend are visiting Ho Chi Minh City. Look at the note, there are things you have done, and some things you haven't done, what are they ? + I have seen Giac Lam Pagoda. + I have eaten Chinese and French food . + I haven't seen Unification Palace, Zoo and Botanical Garden, I haven't tried VietNam	

Ask students to look at the dialogue: Read and do the dialogue. Aks students to practice the dialogue in pairs. Teacher goes round the class to takes notes mistakes Ss have made for the delayed correction. Ask students look at the dialogue: ⇒ Elicit from students	vegetarian. A: Have you seen the Giac Lam Pagoda yet? B: Yes, I've already seen it . A: Have you eaten Vietnamese food yet ? B: No, I haven't. ⇒ Elicit from students the use and the position of already and yet in the sentence. READY is used in affirmative sentences. <i>Position:</i> midsentence. YET is used in the negative sentences and questions. <i>Position:</i> end of the sentence. • Practice: Example: A: Have you seen the Reunification Palace yet ? B: No, I haven't. A: Have you tried French food ? B: No, I haven't. II. Review present perfect with EVER - Set the scene: Tom and Mary are talking to each other about places they have been to. Tom: Have you ever been to Ireland ? Mary: No, I haven't. Tom: Have you ever been to France ? Mary: Yes, I have. Tom: When did you go there ? Mary: Two years ago. ⇒ Elicit from Ss: + We use the past simple to talk about definite time. e.g: <i>I went to France last years / two months ago / in 1999.</i> + We use the present perfect to talk about indefinite past time. e.g: <i>Have you ever (at some time in your life) been to Italy ?</i> EVER : is used in questions. (meaning: có bao giờ) Run through the vocabulary in exercise 3 on	
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Practice:
Ss work in pair to practice asking and answering about each of the items in the box.

Ask students to look at the example in exercise 4 on page 21
Elicit from students the passive forms of the present simple, past simple, present perfect, simple future.
Pair Work
Individual:
To do exercise:

Ask students to do exercise 5 on page 21.

page 20:

Read a comic	Use a computer
Go to the market	Play volleyball
Go to Singapore	Go to the movies
See an elephant	Eat durian

Practice:

Example:

A: Have you ever read a comic ?

B: Yes, I have.

A: When did you read one ?

B: This morning.

B. THE PASSIVE:

I. Review the passive forms of present perfect, simple present, simple past and simple future.

Ask students to look at the example in exercise 4 on page 21:

Elicit from students the passive forms of the present simple, past simple, present perfect, simple future

BE + PAST PARTICIPLE

Ask Ss to do the exercise:

- Answer:
 - a) Jeans cloth was made completely from cotton in the 18th century.
 - b) Rice is grown in tropical countries.
 - c) Five million bottles of champagne will be produced in France next year.
 - d) A new style of jeans has just been introduced in the USA.
 - e) Two department stores have been built this year.

II. The passive forms of modal verbs and the verb patterns HAVE TO/ BE GOING TO

Elicit from Ss the modal verbs, *must, can, should, might*, and the patterns *have to / be going to*.

Form:

Modal verbs + be + past participle
Have to / be going to + be + past participle

Answers:

- a) the problem can be solved.

Homework:	b) Experiment on animals should be stopped. c) Life might be found on another planet. d) All the schools in the city have to be improved. e) A new bridge is going to be built in the area. Ask students to complete the sentences using the passive forms. 1. Have you ever..... 2. A new road 3. You can 4. A party is going to 5. The Spring Fair.... • Ask Students to copy the sentences into their notebook • Learn structures and model sentences and vocabulary by heart. • Prepare the test
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Period 13 / Week 7

UNIT:

CONSOLIDATION

Lesson 1

I/Objectives: By the end of the lesson, students will be able to use sentences WISH and to practise ALREADY and YET in the present tense distinguish the difference in using the past simple and the present perfect tense, and able to use passive form of present perfect, simple present, simple past and simple future; practice passive modal auxiliaries

II/ Language contents:

- Vocabulary: -
- Grammar structure: - The present perfect
 - The passive form (review)
 - Passive modal auxiliaries
 - Sentences Wish

III/Teaching methods and techniques:

- Matching, Gap fill, Predict dialogue, answer the question .
- Pelmanism, presentation, Hangman, interview.

IV/Teaching aids: text-book, , picture cards, .

V/Time:

VI/Procedures:

1 Check up: Answer the questions

- How often do you wear uniforms ?
- How do students feel when wearing uniforms ?
- Why does wearing uniforms bear their school's name ?

2 Warm up Pelmanism:

Prepare 10 cards with numbers (1- 10) on one side and the verbs on the other.

(a) read (b) make (c) build (d) have (e) cut

(1) read (2) has (3) made (4) cut (5) built

Each team choose two numbers – turn the cards over if they match:

e.g : **run** => **ran**; that team gets one mark.

3 NEW LESSON: SECTION – CONSOLIDATION

Instruction	Content	
Presentation: Individual Pair work	I) Use the sentence Wish: 1) Present Wish: S + WISH + (THAT) +S + Simple past Ex: I don't have enough time to finish my homework. ⇒ I wish I has enough time to finish my homework. + He is not old enough to come with us. ⇒ we wish we were old enough to come with us.	

Period 14 / Week 7

THE ENGLISH TEST N^o. 1

I) Choose the correct answers (3ms)

1. The climate of Vietnam is good Growing rice.
a) on b) at c) for d) with.
2. He said he had pains the stomach.
a) at b) in c) with d) for.
3. The storm To a tropical storm last week.
a) was stopped b) was downgraded c) stopped d) downgraded
4. How Dinner at this party.
a) does he cook b) did he cook c) does he cooks d) did he cooked.
5. The class In four groups in the first school year.
a) was divided b) divided c) was gathered d) gathered.
6. The catalogue in a plain brown envelope.
a) was sent b) was sending c) is sent d) is sending

II) Do as directed in brackets. (2ms)

- 1 The teacher corrects our exercises. (*turn into passive voice*).
.....
2. He is very short. He can't carry that heavy box.(*combine using TOO... TO*).
.....
3. Mary can't come to the party. (I want her to come).
I wish.....
4. I can't speak English fluently.
I wish

III) Use the correct form of verbs in brackets (2ms).

- 1) The students in this class (be) From many countries.
- 2) You can borrow my umbrella. I (not/ need) it at the moment.
- 3) It (rain) now .
- 4) I (learn) English in this school since 2003.

IV) Read the text and answer the questions below: (3ms).

Dear Lan !

I'm fifteen years old. I live in a town house with my family in California, America. Yesterday I received your letter. In the letter you said "I often have boiled rice for breakfast, lunch and dinner. The dinner is the biggest meal of the day. I eat fish, meat, vegetables and soup for dinner". And you asked, "How about you? Do you have three meal like me ?".

I also have three meals each day and the food I eat is the same as you but I eat bread or sandwich and drink milk for breakfast.

Your truly.

Linda.

Answer the questions:

6 How old is Linda ?

.....

2) Where does she live ?

.....

3) Does she eat rice for breakfast ?

4) How many meals does she have a day ?

5) Does Lan only have two meals a day ?

6) Does Lan live in California America ?

- The end -

KEYS:

I) Choose the correct answers: (3ms)

1) a) on 2) b) in 3) b) was downgraded. 4) b) did he cook

5) a) was divided 6) a) was sent.

II) Do as directed in brackets (2ms)

1) Our exercises are correct by the teacher.

2) He is too short to carry that heavy box.

3) I wish Mary could come to the party.

4) I wish I could speak English fluently.

III). Use the correct form of the verbs in brackets: (2ms)

1) are 2) don't need 3) is raining 4) have learnt.

IV) Read the text and answer the questions: (3ms)

1) Linda is fifteen years old.

2) She lives in California, America.

3) No, She doesn't.

4) She has three meals each day.

5) No, Lan also has three meals each day.

6) Yes, She does

Period 15 / Week 8

UNIT: 3 A TRIP TO THE COUNTRYSIDE

Lesson 1 SECTION: - GETTING STARTED

7 LISTEN AND READ

I/Objectives: By the end of the lesson, students will be able to talk about life and activities in the countryside, to ask for give information, to complete the summary.

II/ Language contents:

- Vocabulary: - home village, a bamboo forest, a banyan tree, a shrine, a riverbank
- Grammar structure: - The past simple with WISH (review).
 - Preposition of time
 - Advers clauses of result

III/Teaching methods and techniques:

- Matching, Gap fill, Predict dialogue, answer the question ,interview.
- Rub out and remember, guiding questions, comprehension question

IV/Teaching aids: text-book, , picture cards, .

V/Time:

VI/Procedures:

1 Check up:

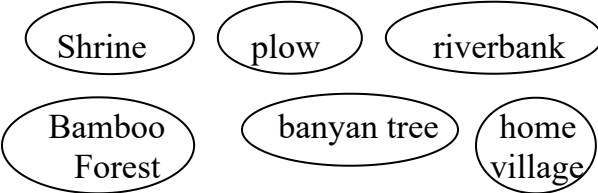
2 Warm up : Chatting:

Ask students some questions about the countryside:

- + have you ever been to the countryside ?
- + How often do you go there ?
- + Where is it ?
- + Have you got any relatives there ?
- + Are you used to the country life and activities ?

**3 NEW LESSON: SECTION – GETTING STARTED
- LISTEN AND READ**

Instruction	Content	
Pre reading T- whole class Ask Ss to look at the pictures and describe what the people are doing in the pictures. Eliciting Modelling Translation	Ask Ss to look at the pictures and describe what the people are doing in the pictures: Picture 1: watering the vegetables. Picture 2: swimming. Picture 3: feeding the chicken. Picture 4: harvesting (the farmer are harvesting). Picture 5: feeding the pigs Picture 6: plowing the field. Picture 7: some children are playing football I) Pre – teach vocabulary: home village : quê nhà	

Picture Individual Checking: What and where.(draw circle and write every new word in each circle. While reading: Ask Ss to read the text on page 22, 23 to answer the questions: Ask Ss to read the statements on page 23 then read the text and decide which is true and which is false. Answer: False: Ba and his family had a day trip to their home village. True: False: There is a big old banyan tree at the entrance to the village. False: People had a snack under the banyan tree. True: False: People had a picnic on the riverbank True: False : Liz had a lot of photos to show her parents. True:	a bamboo forest : [bəm'bu:]['fɒrɪst] rừng tre a banyan tree : ['bæniən] [tri:] cây đa a shrine : [ʃraɪn] đền, nơi thờ cúng a riverbank : bờ sông a river-bed: ['rɪvə'bed] : lòng sông riverain: ['rɪvərein]; ven sông, người sông ở ven sông Checking: What and where:  II) Guiding Questions: - What did Ba, Liz and his family do on their journey to his home village? - What did Liz think of the trip ? • Answer: - They visited Ba's uncle, walked up the mountain to visit a shrine, went boating in the river and had a picnic on the riverbank. - Lize enjoyed the trip very much, she took a lot of photos. III) True or false statements: - Ba and his family had a two day trip to their home village. - Many people like going there for their weekend. - There is a small bamboo forest at the entrance to the village. - Liz has a snack at the house of Ba's uncle. - There is a shrine on the mountain near Ba's village. - Everyone had a picnic on the mountain. - Everyone left the village late in the evening. - Liz has a video tape to show the trip to her parents. - Liz wants to go there again.
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Have Ss work in pairs to answer the questions (exercise on page 23). 1) Where is Ba's village? 2) How did Ba and his family get to the village? 3) Where is the banyan tree? 4) What did they see on the mountain? 5) Where did they have their picnic ? 6) What did Liz do to show the trip to her parents? 7) What does Liz wish? Post – Reading: Homework:	Give feedback: 8 Comprehension questions: Give feedback: • Questions and answer: => It's 60 kilometers to north of Ha Noi. => They got to the village by bus. ⇒ It's at the entrance to the village. ⇒ They saw the shrine of a Vietnamese hero on the mountain. ⇒ They had a picnic on the riverbank. ⇒ Liz took a lot of photos to show her parents. ⇒ Liz wishes she could visit Ba's village again. • Speaking: Ask students to talk to each other about the activities they can see in the pictures on page 22 or on their way to their home village, and tell their friends whether they like going there or not. Ask Ss to prepare some information about their own or imagined village. e.g. Where is it ? How far is it ? How can you get there ? What is it like ? - Learn vocabulary and structure by heart. - Prepare sections : Speak and Listen.	
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Period 16 / Week 8

UNIT: 3 A TRIP TO THE COUNTRYSIDE

Lesson 2 SECTION: - SPEAK

9 LISTEN

I/Objectives: By the end of the lesson, students will be able to ask for and give information about their own village .

II/ Language contents:

- Vocabulary: - a route = a way from one place to another, a pond, parking lot = car park, (to) pick somebody up ;

- Grammar structure: - The past simple with WISH (review).
- Preposition of time
- Advers clauses of result

III/Teaching methods and techniques:

- Nought and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, guiding questions, comprehension question

IV/Teaching aids: text-book, , picture cards, .

V/Time:

VI/Procedures:

1 Check up: answer the questions:

- + Where is Ba's village ?
- + How did Ba and his family get to the village ?
- + have you ever been to the countryside ?
- + How often do you go there ?
- + Where is it ?
- + Have you got any relatives there ?
- + Are you used to the country life and activities ?

2 Warm up : Noughts and crosses

(1) What	(2) Which	(3) Is
(4) Where	(5) Are	(6) How many
(7) When	(8) How	(9) Who

Suggested questions:

*Where is your village? What can you see on the way to your village ?
What some activities in the countryside? How often is the village fair held?
How far is it from the city ? Are there any banyan trees in your village ?
Is there a village gate ? Which of the places would you like to show us ?*

**3 NEW LESSON: SECTION – SPEAK
- LISTEN**

Instruction	Content	
Speaking: Have Ss read the Qs in exercise a) on page 24, work in pairs, play the	I) Practice speaking: Role play: Tell students to cover the role that they don't play.	

role of A and B, ask answer about their partner's home village, using the information in the box. Pre – Listening: Ask Ss to ask and answer about their home village. Teacher goes round the class to take notes for delayed correction. - Write students' guesses on the board. Pair work. While – Listening: Pair work	Example: A: Where is your home village? B: It's to the west of the city. A: How far is it from the city ? B: It's about 15 kilometers from the city. A: how can you get there? B: We can get there by bus. A: How long does it take to get there ? B: It takes an hour. A: What do people do for a living in your village ? B: They plant rice and raise cattle. A: Does your village have a river ? B: There aren't any rivers, but there is a big lake. II) Listening: - Tell them they can use the questions they have made in the game to ask their partner. - Those who don't have a home village, can make up information similar to those in box A or B. 1) Pre – teach vocabulary: (a) route : = (a way from one place to another) : tuyến đường, lộ trình a pond (n) : ao parking lot : = car park: khu vực để xe ô tô (to) pick somebody up (v): đón ai 2) Set the scene: You will listen to the trip to Ba's village. 3) Prediction: - Ask Ss to look at the map, guess where the places on the map are and compare with their partners. - Write students' guesses on the board. III) Matching: - Match the places on the bus route with the letter on the map. Give feedback: * Answer: A: banyan tree; B: airport. C: highway No. 1; D: Dragon bridge. E: gas station ; F: store .	
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Period 17 / Week 9

UNIT: 3

A TRIP TO THE COUNTRYSIDE

Lesson 3

SECTION: - READ

I/Objectives: By the end of the lesson, students will be able to understand the text in details and complete the summary.

II/ Language contents:

- Vocabulary: - maize, feed, grocery store, part – time, collect.
- Grammar structure: - The past simple with WISH (review).
 - Preposition of time
 - Advers clauses of result

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question,
- Rub out and remember, guiding questions, comprehension question

IV/Teaching aids: text-book, , picture cards, .

V/Time:

VI/Procedures:

1 Check up:

2 Warm up : Jumbled words:

- | | |
|------------|------------|
| + geehnaex | = exchange |
| + zamie | = maize |
| + yrrgceo | = grocery |
| + edef | = feed |
| + llcocte | = collect |

- Tell students what “ exchange students” means ?

3 NEW LESSON: SECTION – READ

Instruction	Content	
Pre – reading: Have Ss tell the class what they know about life in the country, on the farm – What do people do? How do they relax ?	Introduce the text which is about Van, an exchange student. He is from HCM city. He is now studying in the USA. He is living with the Parker family on a farm outside Columbus, Ohio.	
While reading:	A: Comprehension question: Ask students to read the text to answer the questions: 1) how long will Van stay there ? (He will stay there till the beginning of October.).	
Pair work:	2) What do Mr and Mrs Parker do ? (Mr. Parker is a farmer, and Mrs. Parker works part time at a grocery store ?	

Matching: Ss work in pairs, read the text match the words in column A with the explanation in column B Give feedback: Ask students to read the summary, and then the text, complete the summary, using the information from the passage. Post – reading: Ask Ss to work in pairs. One is Van who has just come back from the USA and has answers questions. The others play the role of student who is going to the USA as an exchange students.	3) How many children do they have? (two girls). 4) What does Van do after finishing his homework ? (He feeds the chicken and collect their eggs) 10 How do the Parker family spend their weekend ? (They eat hamburger or hot dog while they watch Peter play.) - Give feedback: B: Matching: Give feedback: • Answers: + maize → corn + feed → give food to eat + grocery store → where people buy food and small things. + part –time → shorter or less than standard time. + collect → bring things together. C) Completing the summary: Ask one student to read the completed summary in front the class. Answer: A Vietnamese boy named Van is living with the Parker family in the American state of Ohio. Mr. Parker is a farmer and Mrs Parker works part-time at a grocery store in a nearby town. They have two children, Peter and Sam. Van often does chores after school. Sometime , he also has to help on the farn. The family relaxes on Saturday afternoon and they watch Peter play baseball. Van likes the Parkers, and he enjoys being a member of their family. - Give feedback: Roleplay: The interview can begins like the following: S1: Hi, Van. I’m going to the USA next month as an exchange student. I want to know what I should do when being there. Can you help me ? Van sure: Where are going to stay ?	
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Pair work	S1: I'm going to stay with the Brown family. They live in a suburb 80 kilometers from...	
Homework:	Homework: - Have students write the summary into their notebook. - Learn by heart vocabulary and structure. - Prepare section: Write.	

Period 18 / Week 9

UNIT: 3

A TRIP TO THE COUNTRYSIDE

Lesson 4

SECTION: - WRITE

I/Objectives: By the end of the lesson, students will be able to write a short paragraph describing a story happened in the past a picnic in the countryside.

- Vocabulary: - blanked, (to) lay out, (to) gether, site .
- Grammar structure: - The past simple with WISH (review).
 - Preposition of time
 - Advers clauses of result

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, what and where, comprehension question

IV/Teaching aids: text-book, , picture cards, .

V/Time:

VI/Procedures:

1 Check up: Answers the questions :

- + Have you ever gone on a picnic ?
- + When did you go ?
- + Where did you go ?

2 Warm up : Chatting:

Ask students some questions about going on a picnic.

- Have you ever gone on a picnic ?
- When did you go ?
- Where did you go ?
- How did you get there ?
- What did you go ?
- When did you come back home ?
- Did you enjoy it ?

3 NEW LESSON: SECTION – WRITE

Instruction	Content	
Pre teach: Eliciting: Modelling Pictures, mime, translation. Checking : What and where Get Ss to write the words again in the correct circles.	I) Pre teach vocabulary: a blanket (n) ['blæŋkit] :chăn, mền (to) lay out (v) ['leiaut] :trải, dọn, cách trình bày (to) gather (v) : ['gæðə] thu lượm, thu hái mùa màng Site : [saɪt] địa điểm, nơi, chỗ, vị trí Checking : What and where - Have Ss repeat the words in chorus then rub out word by word but leave the circles. Remember to let students repeat before and after rubbing out each word.	

Period 19 / Week 10

UNIT: 3

A TRIP TO THE COUNTRYSIDE

Lesson 5

SECTION: - LANGUAGE FOCUS

I/Objectives: By the end of the lesson, students will be able to use the past simple with *wish* prepositions of time, and adverb clause of result.

- Vocabulary: - (to) pass the exam , (to) win the contest , (to) depart, itinerary .
- Grammar structure: - The past simple with WISH (review).
 - Preposition of time
 - Advers clauses of result

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, what and where, comprehension question

IV/Teaching aids: text-book, , picture cards, .

V/Time:

VI/Procedures:

1 Check up: Answers the questions :

- + Have you ever gone on a picnic ?
- + When did you go ?
- + Where did you go ?

2 Warm up : Matching:

Ask students to make question with answer

- Have you ever gone on a picnic ? I went on a picnic last week
- When did you go ? I went to a riverbank
- Where did you go ? Yes, I have
- How did you get there ? I went swimming
- What did you go ? I got there by motobike

3 NEW LESSON: SECTION – LANGUAGE FOCUS

Instruction	Content	
Activity: 1 Pre teach vocabulary. Eliciting. Modelling Translation. Pictures, explanation. Elicit from students	I) pre teach vocabulary: (to) pass the exam:>< (to) fail the exam: Thi đỗ thi hỏng (to) win the contest : thắng cuộc đua itinerary [ai'tinərəri; i'tinərəri]: lịch trình (to) depart (v): [di'pɑ:t] khởi hành, • Checking: What and where: 12 What do these people wish ? Revision: - Pick one example from the Matching game. I am hungry. I wish I were at home and had lunch.	

Activity:2 Ask Ss to look at the pictures, study the real situation by answering the questions: a) Where is Hoa now ? How does she feel ? 11 What is the boy doing? What does he have in his mind ? Ask students to do exercise 1 on page 28, 29 in pairs: Ask Ss to match the prepositions with words on the list: Ask Ss to look at the itinerary on page 30 and answer the questions.	WISH: expresses wishes about the present/future. Form: PRESENT WISH(ước muốn hiện tại) S + WISH + THAT + SIMPLE PAST (BE = WERE) a) I wish that I had enough time to finish my homework. b) I wish I could pass the exam. FUTURE WISH (Ước muốn tương lai) S + WISH + THAT + S { Could + V would + V Were + V-ing a) We wish that you could come to the party tonight. b) Hoa wishes she could visit her parents. Ask students to do exercise 1 on page 28, 29 Give feedback: • Answers: a) Ba wishes he could have a new bicycle. b) Hoa wishes she could visit her parents. c) I wish I could pass the exam. d) We wish it did not rain. e) He wishes he could fly. f) They wish they stayed in Hue. 13 Work with a partner: In : 1924, the twentieth century, September, the evening, winter On : 10 October, Christmas day, weekend Saturday, Sunday evening, At : seven o'clock,. Answers the questions: 1) What does he do on the first day? The second day? The third day? And the last day?. 2) What time the meeting at Raffles Center begin? Finish? 3) What about the meeting at Lion City Restaurant? 4) What time the meeting in Raya
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Activity 3: Ask students to use the prepositions in the box to do exercise a) Ask Ss to complete the sentences with on, at, in, for: Ask Ss to work in pairs talk to each other about itinerary for a two day trip to Hoi An, using the cues: + On the first day: Depart ? Arrive ? What time / visit / place. + On the second day: What time / visit / places Depart ? Arrive ? Ask Ss to look at the sentence: Ask the question to elicit the answer.	Palace begin? Finish? 5) What about the meeting at Little India Restaurant? Use the preposition in the box to do exercise Give feedback: a) Mr Thanh leaves Ha Noi at 2 pm. b) He arrive in Singapore on Monday evening. c) On Tuesday morning, there is a meeting between 11 am and 1 pm. d) On Wednesday, Mr Thanh has appointments at 10 pm. e) He returns to the hotel at 10 pm. f) He will be in singapore from Monday till Thursday. Complete the sentences with on, at, in , for. answer : a) goodbye! See you on Monday. b) The bus collected us at 5 o'clock in the morning. c) We usually go to our home village at least once in the summer. d) We walk for half an hour to reach the waterfall. e) They planned to have the trip in June. f) She loves to watch the starts at night. Using the cues and talk to each other about itinerary for two-day trip to Hoi An 3)Match the half sentences: <i>Everyone felt tired, so they sat down under the tree and had a snack.</i> SO: use to express the result of the statement before (meaning: do đó) Answer: 14 => e ; 2) => a ; 3) => d ; 4) => b ; 5 => c . Ask Ss to write all the correct sentences. Ask Ss to make three wishes about the present or future. Homework: Have students copy the itinerary into their notebook.	
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Period 20 / Week 10

UNIT: 4

LEARNING A FOREIGN LANGUAGE

Lesson 1

SECTION: - LISTEN AND READ

I/Objectives: By the end of the lesson, students will be able to produce the questions for an oral examination.

-**Vocabulary:** - aspect, examiner, coming, college, candidate, written examination, oral examination.

- **Grammar structure:** - Revision of Modal verbs: (must, have to, should, ought to , may, might)

- Revision of Conditional sentences type 1

- Revision of Direct and Reported speech(reported speech and reported questions)

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, .

V/Time:

VI/Procedures:

1 Check up: Write some the new words:

2 Warm up : Lucky number:

Write 10 numbers on the board from 1 to 10

Example: Teacher : from:

Ss : Where are you from ?

- 1) Name: (What' s your name ?
- 2) Lucky number.
- 3) Live : (Where do you live ?
- 4) live with (Whom do you live with?)
- 5) Lucky number
- 6) old (How old are you ?)
- 7) Lucky number
- 8) learn english (When did you start learning english)
- 9) Lucky number
- 10) hobbies (What are your hobbies ?)

3 NEW LESSON: SECTION – listen and read:

Instruction	Content	
Pre – reading: Eliciting. Modelling Translation, example, Individual Ask students to repeat the words chorally.	I) Pre teach vocabulary: Aspect (n) : ['æspekt] lĩnh vực, vè bề ngoài; diện mạo Examiner (n) : [ig'zæminə] giám khảo Coming (adj) : ['kʌmɪŋ] sắp đến, sắp tới, College (n) ['kɒlɪdʒ] : trường cao đẳng Candidate (n) ['kændidɪt]: thí sinh written examination: ['rɪtn] [ig,zæmi'neiʃn] cuộc thi viết oral examination: ['ɔ:rəl] [ig,zæmi'neiʃn] cuộc thi nói	

Post reading: Ask Ss to work in pairs to practice asking and answering. One student plays the role of examiner and other plays the role of Lan. Students work in pairs to practice the dialogue. Call on some pairs to play the roles of Paola and Lan before the class. Homework: - intonation. <i>Ss to write the direct questions and their reported speech in their notebook.</i>	8. How did you learn English in your country? ☐ 9. How will you use English in your country? ☐ 10. What aspect of learning English do you find most difficult? ☐ 11. What are you going to learn? ☐ 12. What are your hobbies? ☐ 13. Look at the picture. Describe it. ☐ 14. Read this passage. ☐ Ask Ss to compare the direct questions and the reported speech: Answer keys: 1) What is your name? ⇒ She asked me what my name was. 2) Where do you come from? ⇒ She asked me Where I came from. 3) Do you speak any other languages? ⇒ She ask me if I spoke any other languages. 4) why are you learning English? ⇒ She asked me why I was learning English. 5) How did you learn English in your country? ⇒ She asked me how I learned English in my country. 6) How will you use English in future? ⇒ She asked me how I would use English in the future. 7) What aspect of learning English do you find most difficult? ⇒ She asked me what aspect of learning English I found most difficult. 8) Read the passage. ⇒ She asked me to read that passage. • Speaking / role play: - Have students play the roles of Paola and Lan. - Call on some pairs to demonstrate before the class. - Give feedback: Correct their pronunciation/	
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Period 21 / Week 11

UNIT: 4

LEARNING A FOREIGN LANGUAGE

Lesson 2

SECTION: - SPEAK

I/Objectives: By the end of the lesson, students will be able to persuade friends to attend the school they like.

- **Vocabulary:** - scholarship, abroad, persuade, dormitory, campus, reputation, native speaker.

- **Grammar structure:** - Revision of Modal verbs: (must, have to, should, ought to, may, might)

- Revision of Conditional sentences type 1

- Revision of Direct and Reported speech(reported speech and reported questions)

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question,
- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, .

V/Time:

VI/Procedures:

1 Check up: Rewrite the sentences into reported speech

- What is your name ?
- Where do you come from ?
- Do you speak any other language ?
- Why are you learning English ?

2 Warm up : Pelmanism:

Prepare ten cards with number(from 1 to 10) on one side and the name of countries and their capitals on the other.

English	Australia	The USA	China	New Zealand
Canberra	Beijing	London	Washington DC	Wellington

3 NEW LESSON: SECTION – SPEAK:

Instruction	Content	
Presentation: Eliciting Modelling Translation. Synonym	I) Pre –teach vocabulary: Scholarship (n) : ['skɒləʃɪp] học bổng Abroad (adv) : [ə'brɔ:d] ở nước ngoài Persuade (v) : [pə'sweɪd] thuyết phục Dormitory (n) : ['dɔ:mitri] ký túc xá, nhà tập thể Campus (n) : ['kæmpəs] khu trường học Reputation (n) : [ˌrepju:'teɪʃn] danh tiếng Native speaker (n) ['neɪtɪvˌspi:kə] người bản xứ	
Checking:		

Put the new words all over the blackboard. Call 2 Ss or 2 teams of Ss to the front of the class. Make sure they stand at an equal distance from the board. Practice: Divide the class into groups of three. Ask Ss in group to play the roles of Thu, Tam and Kim. They are awarded a scholarship of US\$ 2000 to attend an English language summer course aboard. Each person tries to persuade his / her friends to attend the school she / he likes to go to .	Checking slap the board: Dormitory campus aboard Persuade scholarship reputation native speaker Call out one of the new words (In Vietnamese) in a loud voice, the 2Ss must run forward and slap the word on the blackboard . • Setting the scene: <i>“ Tomorrow is Sunday. Lan and her friends want to go somewhere. Lan enjoys going to the seaside. What does she say to persuade her friends to go with her to the to persuade her friends to go with her to the seaside?”</i> <i>“I think we should go to the seaside ?”</i> <i>“ Why don’t we go to the seaside.”</i> <i>“If we go to the seaside, we can swim and sunbathe”</i> - Remind Ss of the expression that they can use to persuade someone to do something. • I think • What do you think ...? • I agree / disagree because • I don’t understand • Why don’t we / you ... • I need, we can.... • We should... • Let’s... - Have students read the three advertisements to get information. Eg: * <i>Thu – the Brighton Language center UK.</i> • I think we should go to the Brighton Language Center in the UK. Because the school there has excellent reputation and we can live in the	
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Let students work in groups, practice persuading their partner using the expressions in the box on page 34 and the information in the three advertisements. Production: Get Ss to work in groups of 3, persuading others to do that she/ he prefer. Homework:	dormitory on campus. • <i>Tam – Seattle School of English- USA</i> • Why don't we go to the Seattle School of English in the USA? You can stay with Vietnamese friends. They will help us a lot. • <i>Kim – Brisbane Institute of English – Australia.</i> • What do think about the Brisbane Institute of English in the Australia? It is quite close to Vietnam and the course is the cheapest. - Call on some groups to demonstrate before the class. - Students to discuss about this topic "What will you do on Tet holiday? Some of your friends want to go to the spring Fair. Other want to spend their holiday with their grandparents in the countryside, ect..." Ask students to write a short paragraph about the reasons why they learn English. Learn vocabulary by heart. Do exercises again. Prepare section: Read – Getting started.	
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Period 22 / Week 11

UNIT: 4

LEARNING A FOREIGN LANGUAGE

Lesson 3

SECTION: - GETTING STARTED

- READ

I/Objectives: By the end of the lesson, students will be able to get the information about the English classes from the advertisements

- **Vocabulary:** - Intermediate, Advanced, Well-qualified, Tuition, Academy, Council, Beginner

- **Grammar structure:** - Revision of Modal verbs: (must, have to, should, ought to , may, might)

- Revision of Conditional sentences type 1

- reading the advertisements to get information.

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, .

V/Time:

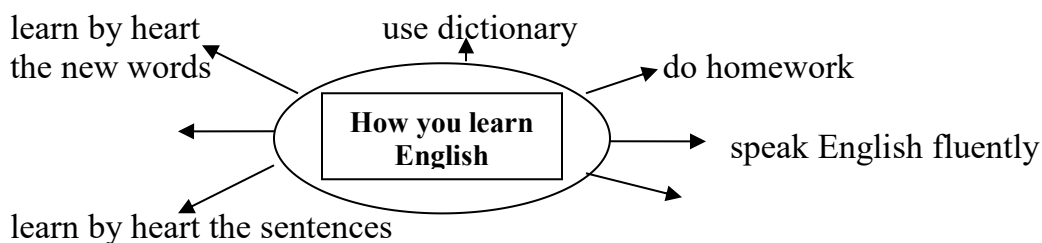
VI/Procedures:

1 Check up: Rewrite the sentences into reported speech

- a) What is your name ?
- b) Where do you come from ?
- c) Do you speak any other language ?
- d) Why are you learning English ?

2 Warm up : Getting started:

Aks students to think about the way they learn and improve their English, then write on the board.



15 Possible answers:

Do more grammar exercises. / Read English newspapers / magazines. Write diary in English /. Learn by heart all the words/ text /. Speak English with friends.

Listening to English news on TV/ the radio/. Watch English TV programs /. Watch English movies /. Learn to sing English songs/

3 NEW LESSON: SECTION – GETTING STARTED :

- READ

Instruction	Content	
Pre reading: Visual, translation, Synonym	I) Pre- teach vocabulary: Intermediate (adj) : [ˌintə'mi:dʒət] trung cấp Advanced (adj): [əd'vɑːnst] đạt trình độ cao, ở	

Definition Individually Checking: Rub out and remember: (if there's time, get Ss to come to the board and write the English word again) - Ss to keep their books closed and read the statements and guess which is true, which is false. While reading: Have Ss read the note Mr Lam made and check their prediction. Ss correct if the statements is false. Pair work Get students to do the exercise 5a on page 36. Individual work. Pair work. Pair work.	cao cấp, tiên tiến Well-qualified (adj) : [wel -'kwɒlɪfaɪd] chất lượng tốt, cao Tuition (n): [tju:'ɪʃn] sự dạy kèm Academy (n) : [ə'kædəmi] trường chuyên ngành Council (n) : ['kaʊnsɪ] Hội đồng Beginner (adj) [bɪ'ɡɪnə] sơ cấp, người bắt đầu 16 True – false statements prediction: Give a poster of 4 statements on the board. Set the scene: <i>Mr Lam wants to attend a foreign language couse. Guess what he needs for his class.</i> a) Mr Lam needs to learn French. b) Mr Lam needs the intermediate level class. c) He wants to learn English in the morning. d) He wants the course to begin late November. Give feedback: 17 Reading and checking prediction: <table><tr><td></td><td>guess</td><td>Check</td><td>Correction.</td></tr><tr><td>A</td><td></td><td>F</td><td>He needs to English</td></tr><tr><td>b</td><td></td><td>T</td><td></td></tr><tr><td>c</td><td></td><td>F</td><td>He wants to learn early evening</td></tr><tr><td>d</td><td></td><td>F</td><td>He wants the course to begin late October or early November</td></tr></table> IV. Filling the form: Let's Ss work in pairs to note down information about the English classes from advertisements: <i>Answer keys:</i> <table><tr><td>School</td><td>Class time (morning/ afternoon/ evening)</td><td>Language level (beginner/ intermediate/ Advanced)</td><td>Time to start</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>		guess	Check	Correction.	A		F	He needs to English	b		T		c		F	He wants to learn early evening	d		F	He wants the course to begin late October or early November	School	Class time (morning/ afternoon/ evening)	Language level (beginner/ intermediate/ Advanced)	Time to start				
	guess	Check	Correction.																										
A		F	He needs to English																										
b		T																											
c		F	He wants to learn early evening																										
d		F	He wants the course to begin late October or early November																										
School	Class time (morning/ afternoon/ evening)	Language level (beginner/ intermediate/ Advanced)	Time to start																										

Individual work	Academy of Language	morning afternoon evening	Advanced	First week of November
	Foreign Language council	Morning and evening	Beginner/ Intermediate	November 3
	New English Institute	Afternoon Evening Weekend	Beginner	(today)
Pair work	+ Exercise: 5b Get students to read the note again then look at the advertisements and choose a suitable language school school for him then compare with their partners.			
	• Answer keys:			
	Notes English class - early evening - intermediate level - starting late October/ early November	Foreign Language council G/F, 12 Nam Trang Street. Study English, French or Chinese in the morning & <u>evening</u> . Places available in beginner/ <u>Intermdiate</u> classes. Courses start on November 3		
Post reading: Have Ss copy this table in their notebook. Pair work +Get students to ask their friends about their English course and fill in the table.	Ask students to give reasons for their choice. Ex:			
	Name	Class time	Language Level	Time to start
	Nam	evening	beginner	early june
	Eg: a) What time can you go to your English class? b) Which level do you choose? c) When do you want to start learning ? Give feedback:			
	Homework: Ask Ss to write a short paragraph about the results of the survey Prepare section Write (page 37)			

Period 23 / Week 12

UNIT: 4

LEARNING A FOREIGN LANGUAGE

Lesson 4

SECTION: - WRITE

I/Objectives: By the end of the lesson, students will be able to write a letter of inquiry to the institution requesting for more information about the courses and fees

- **Vocabulary:** - request (n/v), ask for, detail, look forward to, express, exactly, edition ...

- **Grammar structure:** - Revision of Modal verbs: (must, have to, should, ought to , may, might)

- Revision of Conditional sentences type 1

- Revision of Direct and Reported speech(reported speech and reported questions)

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, .

V/Time:

VI/Procedures:

1 Check up: Rewrite the words

2 Warm up : Jumble words

Ask students to go to the blackboard and write the correct words

Versetmadnet: = **advertisement** / swne: = **news**

Restetni : = **interest** / atmorfienn : = **information.**

Eef : = **fee** / sasecnry: = **necessary** / psulpy : = **supply**

3 NEW LESSON: SECTION – WRITE:

Instruction	Content	
Pre – Writing: Eliciting, modelling Synonym, translation Individual. Pair work Checking : Slap the board Put the Vietnamese translation all over the board The students slapping the right word first is the winner Have Ss read the letter written by John Robinson on page 37	I) Pre teach vocabulary: Request : (n/v):[ri'kwest] lời yêu cầu,đòi hỏi Ask for : đòi hỏi Detail (n) : ['di:teil] chi tiết; tiểu tiết Look forward to (v) : trông mong, trông chờ Express (v) [iks'pres] bày tỏ , biểu lộ Exactly (adv): [ig'zæktli] một cách chính xác Edition (n) : [i'diʃn] ấn bản • Checking : Slap the board  II) Reading comprehension	

	Ask Ss work in pairs to answer some questions about the letter. Questions: a) Where did Robinson see the school's advertisement? b) What language does he want to learn? c) What aspect of Vietnamese does he want to improve ? d) What does Robinson want to know? Give feedback: Answers: a) He saw the school's advertisement in today's edition of Vietnamese news. b) He wants to learn Vietnamese. c) He wants to learn to read and write Vietnamese. d) He wants to know some details of the courses and fees. II) Matching: - Give students four parts of a letter of inquiry. a) Introduction. b) Request. c) Further information. d) Conclusion. - Ask Ss to divide the letter (written by Robinson) into 4 parts and match each paragraph with suitable headline. Answers: <table><tr><td>a. Introduction:</td><td>I saw your school's advertisement in today's edition of the Vietnamese news</td></tr><tr><td>b. Request</td><td>I am interested in learning Vietnamese and I'd like some information about your school.</td></tr><tr><td>c. Further information:</td><td>I speak little Vietnamese, but I want to learn to read and write it. Could you please sent details of course and fees? I can complete a spoken Vietnamese test if necessary.</td></tr><tr><td>d. Conclusion:</td><td>I look forward to hearing from you.</td></tr></table> Writing a letter:	a. Introduction:	I saw your school's advertisement in today's edition of the Vietnamese news	b. Request	I am interested in learning Vietnamese and I'd like some information about your school.	c. Further information:	I speak little Vietnamese, but I want to learn to read and write it. Could you please sent details of course and fees? I can complete a spoken Vietnamese test if necessary.	d. Conclusion:	I look forward to hearing from you.
a. Introduction:	I saw your school's advertisement in today's edition of the Vietnamese news								
b. Request	I am interested in learning Vietnamese and I'd like some information about your school.								
c. Further information:	I speak little Vietnamese, but I want to learn to read and write it. Could you please sent details of course and fees? I can complete a spoken Vietnamese test if necessary.								
d. Conclusion:	I look forward to hearing from you.								
Pair work: Let students work in pairs compare their the answers. *Writing a letter: -Have Ss read again the three advertisements on page 36 and choose one of the schools they want to attend to improve their English. Get Ss to write a letter of inquiry to the institution requesting for more information about the courses and fees. The exercise Matching above will help Ss write their letters easily. After finishing the letter, Ss have to compare with									

their partners and make some correction Give feedback: Call on some students to read their letters before class. Make some correction: Post – writing: Homework:	Suggested letter: Dear sir, I saw your institute’s advertisement on today’s TV programs. I am very interested in learning English and I would like some more information about your institute. I can speak a little English, but I read it very slowly and my writing is bad. So I want to improve my reading and writing. Could you please provide more information about the length of courses and fees for beginners? I can supply my record of English study if necessary. I look forward to hearing from you soon. Your faithfully. Lan - Choose three letters which were written to 3 schools. - Ask students to read aloud the letters. - Give feedback and correct. - Ask students to write the letters in their notebooks. - Prepare section: Listen & language focus	
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Period 24 / Week 12
UNIT: 4

LEARNING A FOREIGN LANGUAGE

Lesson 5 **SECTION: - LISTEN**
- LANGUAGE FOCUS

I/Objectives: By the end of the lesson, students will be able to identify the correct information by listening and to use in modal verbs with If

-**Vocabulary:** - must. Have to, should , ought to, may, might.

- **Grammar structure:** - Revision of Modal verbs: (must, have to, should, ought to , may, might)

- Revision of Conditional sentences type 1

- Revision of Direct and Reported speech(reported speech and reported questions)

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 Check up: Answer the questions:

- a) What language do you want to learn ?
- b) When do you want to start learning ?

2 Warm up : Information transmitting:

Divide the Ss into two teams and choose 6 volunteers from each team and aks students to go to the blackboard and stand in 2 lines. The first student whisper the sentence to the next person in her line the second S whispers to the third...and so on.

Suggested sentences: I want to improve my writing/ reading/ listening skill.

English is an interesting language and it's very useful.

3 NEW LESSON: SECTION – LISTEN:
- LANGUAGE FOCUS

Instruction	Content									
Pre – Listening: Ask Ss to read the statements on the page 35 Ss work in pair Individual work. While – listening:	Set the scene: “ <i>Nga is talking to Kate about her studying English</i> ” . Have Ss work in pairs to predict which statement is true and which is false . • Give feedback: I. Listening and checking: Let Ss listen to the tape twice and check their predition. - Give feedback: - Ask Ss to correct false statements. • Answer keys: <table><tr><td></td><td>Statement</td><td>Keys</td><td>correction</td></tr><tr><td>a</td><td>Nga’s studying English</td><td>T</td><td></td></tr></table>		Statement	Keys	correction	a	Nga’s studying English	T		
	Statement	Keys	correction							
a	Nga’s studying English	T								

Post – Listening:		for her work.		
	b	She learned English at the school and university	T	
	c	She works for a national bank in Hanoi	F	She works for an International bank in Hanoi
	d	She needs to improve her writing.	T	
	e	Her listening is excellent.	F	Her listening is terrible
	f	She hopes she can talk to people from all over the world and understand her favorite English songs.	T	
	• <u>Tape Transcript :</u> (in the teacher book) <i>Ss listen to the cassettes</i> I. Revision of modal verbs: Ask students to name modal verbs with their meanings. • must • have to phải • should • ought to nên • may • Might có lẽ Form : Modal + infinitive (without to) II. Revision of Conditional sentences type 1. • <i>If clause : simple present tense .</i> Main clause: Will + infinitive • Usage: • <i>We can use a modal verbs in a main clause, the modal verb gives more information about the outcome relating to ability, certainty, permission, obligation or necessity.</i> Eg: If you want to improve your English, I <u>can</u> help you.			

Ask Ss to do exercise language focus (page 38)	If you want to get good grades, you <u>must</u> study hard. • Practice: - Let Ss work in pairs to complete the Conditional sentences. They have to use the modal verbs in brackets and the information in the box. • Answer keys: a) must study hard . b) have to go to university. c) Ba: If you want to lose weight, you <u>should do exercise regularly</u>. d) Tuan: Where is Ba? He is very late. Mrs Thoa: If he doesn't come soon, <u>he might miss the train</u>. e) Mr Ha: I feel sick Mrs Nga: If you want to get well, <u>you ought to stay in bed</u> . f) Na: I'd like to go to the movies, Mom. Mrs Rim : <u>You must do your homework if you want to go out</u>	
Ask students to practice the dialogues in pairs	- call on some pairs to practice the dialogues before class and teacher corrects. - Ask students to write some conditional sentences with modal verbs in their notebooks - Learn vocabulary and structural by heard . - Prepare section Language focus 2 – 3 – 4 (page 38 – 39)	

Period 25 / Week 13

UNIT: 4

LEARNING A FOREIGN LANGUAGE

Lesson 6

SECTION: - LANGUAGE FOCUS : 2, 3, 4

I/Objectives: By the end of the lesson, students will be able to report what they hear and practice in direct and reported speech.

- **Vocabulary:** - must. Have to, should, ought to, may, might.

- **Grammar structure:** - Revision of Modal verbs: (must, have to, should, ought to, may, might)

- Revision of Direct and Reported speech(reported speech and reported questions)

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,

- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 Check up: Answer the questions:

a) What language do you want to learn ?

b) When do you want to start learning ?

2 Warm up : Jumbled words:

Write the words whose letter are in a random order on the board.

Divide the Ss into two teams. Students from two teams go to the blackboard and write the correct words:

Suggested words:

- | | | |
|--------------|--------|-----------|
| 1. cilioeuds | —————→ | delicious |
| 2. deronufwl | —————→ | wonderful |
| 3. edeorprt | —————→ | reported |
| 4. reictd | —————→ | direct |
| 5. viertinwe | —————→ | interview |

3 NEW LESSON: SECTION :- LANGUAGE FOCUS 2, 3, 4.

Instruction	Content												
T whole class Draw the table on the board Divide the class into two teams. Team A with red chalk , team B yellow chalk. Work in pairs	I) Revision of Direct and Reported speech. 1) Changes in tense <table border="1"> <thead> <tr> <th>Direct speech</th><th>Reported speech</th></tr> </thead> <tbody> <tr> <td>Present simple tense</td><td></td></tr> <tr> <td>Present progressive tense</td><td></td></tr> <tr> <td>Future simple tense</td><td></td></tr> <tr> <td>Can / may.</td><td></td></tr> <tr> <td>Must</td><td></td></tr> </tbody> </table> - Students from 2 teams go to the board and complete the table by writing suitable tenses in Reported speech. Answer keys: Present simple tense : → past simple.	Direct speech	Reported speech	Present simple tense		Present progressive tense		Future simple tense		Can / may.		Must	
Direct speech	Reported speech												
Present simple tense													
Present progressive tense													
Future simple tense													
Can / may.													
Must													

Work in pairs. Divide the class into 2 teams The team which is writes more pair will win the game . Practice 1: Have Ss work in pairs to do Language focus 3 exercise on page 39.	Present progressive tense → past progressive Future simple tense → would + verb . Can / may → could / might. Must → had to 2) Changes in adverb and articles. - stick a poster of adverbs and articles on the board. + Get students from 2 teams to go to the board and write the pairs of adverbs or articles in direct speech and in reported speech. Eg: This => That <table border="1"><tr><td>This</td><td>these</td><td>here</td><td>now</td><td>today</td><td>that</td></tr><tr><td>those</td><td>tomorrow</td><td>the following day</td><td></td><td></td><td></td></tr><tr><td>there</td><td>then</td><td>that day</td><td></td><td></td><td></td></tr></table> Answer keys: This that / these those Now then / here there Today that day / Tomorrow the following day 3) Reported questions: + In reported questions, we do not use the auxiliary verb (<i>do, does, did</i>) Eg: What do you want ? => I asked what she wanted . + When ther is no question word (<i>What, where, why...</i>) we use “if” or “whether” to intrduce a reported question . + In reported questions , the word order is the same as in statements (eg: <i>they were doing, my brother was</i>) and we do not use a question mark. Eg: How is your brother? => she asked how my brother was . I. Reported speech: * Set the scene: “ <i>Lan’s father held a party to celebrate his mother’s birthday. Unfortunately. Mrs Thu, her grandmother, has a hearing problem and she couldn’t hear what people were saying. After the party, Lan reported everything to her grandmother</i>”.	This	these	here	now	today	that	those	tomorrow	the following day				there	then	that day			
This	these	here	now	today	that														
those	tomorrow	the following day																	
there	then	that day																	

Have Ss do Language focus 4 exercise on page 39. Ask Ss to work in pairs to change the direct speech questions into reported questions Call on some pairs to do practice before class. Production:	Eg: I'm happy to see you. (Aunt xuan) ⇒ Aunt Xuan said she was happy to see you. - Call on some pairs to call out their sentences (one with direct speech and the other with reported speech.) - Give feedback and correct: • Answer keys: a) Uncle Hung said that birthday cake was delicious. b) Miss Nga said she loved those roses. c) Cousin Mai said she was having a wonderful time there. d) Mr Chi said he would go to Hue the following day . e) Mrs Hoa said she might have a new job. f) Mr Quang said he had to leave then. II) Reported questions: <i>Have Ss do Language focus 4 exercise on page 39.</i> • Set the scene : “ <i>This morning Nga had an interview for a summer job. When she arrived home , she told her mother about the interview</i>”. -Give the example first. Example:1 S₁: Do you like pop music? S₂: She asked me if / whether I liked pop music. Example:2 S₁: Where do you live? S₂: She asked me where I lived. • Answer keys: b) She asked me how old I was . c) She asked me if / whether my school was near there. d) She asked me what the name of my school was . e) She asked me if / whether I could use a computer. f) She asked me why I wanted that job. g) She asked me when my school vacation started . • <u>Lucky numbers:</u>	
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Tell Ss that each number is for a question but four of them are lucky numbers, Ss will get 2 points without answering any questions. For other numbers, Ss have to turn the direc speech (from the teacher) to the reported speech. If their sentences is correct, that team will get 2 mark, if it is incorrect, the other team will answer and gets only one mark for their correct answer. Homework:	Write numbers on the board (1 – 12) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. * Questions: (Teacher reads). 1) Lucky number. 2) Do you enjoy reading picture book? 3) Is your house near our school? 4) Lucky number. 5) I will give you a fifteen –minute test tomorrow. 6) why do you learn English? 7) how does your father go to work? 8) Lucky number. 9) I like playing badminton. 10) You study very hard. 11) Lucky number. 12 We must decorate our room for the coming May Day. * Answer keys: 1) Lucky number 2) She asked me if I enjoyed reading picture books . 3) She asked me if my house was near our school. 4) Lucky number 5) She said she would give us a fifteen minute test the following day. 6) She asked me why I learned English. 7) She asked me how my father went to work. 8) Lucky number. 9) She said she liked playing badminton. 10) She said we studied very hard. 11) Lucky number. 12) She said we had to decorate our room for the coming May Day - Ask Ss to report what their parents said to them last night. They have to write in their notebooks. - learn by heart structures and vocabulary. - prepare Unit 5 – Section Listen and Read (2) Listen (4)	
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Period 26 / Week 13

UNIT:

COSOLLIDATION

Lesson 1 SECTION: - (From Unit 3 to Unit 4)

I/Objectives: By the end of the lesson, students will be able to know the structures, and further practice in direct and reported speech. Further practice in the simple past with wish, practice in prepositions of time and adverbs clause of result, use the present perfect with since and for

-Vocabulary: -.

- Grammar structure:

- Revision of Modal verbs: (must, have to, should, ought to , may, might)
- Revision of Direct and Reported speech(reported speech and reported questions)
- Revision of simple past with wish. Practice in preposition of time and adverbs clause of result.
- Revision of present perfect tense with since and for.

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 Check up: Answer the questions:

- a) What language do you want to learn ?
- b) When do you want to start learning ?

2 Warm up :

3 NEW LESSON: SECTION

Instruction	Content				
Presentation.	The present perfect: (use with since and for) Form: S + HAVE + V(PP) + SINCE (a point of time) <table><tr><td>HAS</td><td>FOR (a period of time)</td></tr></table> Eg: I have learnt in this school <i>since</i> 2003 My father has worked in this factory <i>for</i> five years . Sentences wish Present wish: S + WISH + S_{1,2} + SUBJUNCTIVE Ex: <table><tr><td></td></tr></table> I wish I were at the seaside now. He wishes he could speak English fluently. I wish I had enough time to finish my homework. Future wish:	HAS	FOR (a period of time)		
HAS	FOR (a period of time)				

S + WISH + S_{1,2} + { WOULD/ COULD + bare infinitive
Were + V- ing

Ex:

I wish you could come to the party tonight.

I wish I would go to the beach tomorrow.

She wishes she were coming with us.

Past wish:

S + WISH + S_{1,2} + { PAST PERFECT
COULD HAVE + Past participle

Ex:

I wish I had gone to the movies last night

I wish I had washed the clothes yesterday.

THE PASSIVE VOICE:

BE + PAST PARTICIPLE

Note:

Active voice: S + V + O + C

Passive voice: S + (BE+ PP) + C + by + O

Dạng của động từ **BE** ở câu bị động tùy thuộc vào động từ chính trong câu chủ động ở thì nào đó .

a) Thì hiện tại, hoặc quá khứ

S + (am, is , are) + p p
(was / were)

Ex:

John delivers the newspapers every morning

⇒ The newspapers are delivered by John every morning.

My mother wrote that letter.

⇒ That letter was written by my mother.

b) Nếu động từ chủ động ở thì present Continuous hoặc past continuous.

S +(am, is are) + Being + Past Participle
(Was, were)

1) He is asking me a lot of questions

⇒ I am being asked a lot of questions.

2) She was doing her homework at that time.

⇒ Her homework was being done at that time.

c) Nếu động từ chủ động ở thì Present Perfect hoặc Past Perfect.

	HAVE, HAS, HAD + BEEN + P.P 1) She has given some presents on my birthday. ⇒ I have been given some presents on my birthday by her. 2) They had prepared a dinner before we came. ⇒ A dinner had been prepared before we came. d) Nếu động từ chủ động dùng với các Modal verbs(Can , will Shall, Must, Have to , used to ,...) <u>Model verbs + Be + Past Participle</u> 1) My friend can answer the questions. ⇒ The Questions can be answered by my friend. 2) The manager should sign these contracts today. ⇒ These contracts should be signed by the manager today.	
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Period 28 / Week 14

UNIT: 5

Lesson 1

THE MEDIA

SECTION: - LISTEN AND READ
- LISTEN

I/Objectives: By the end of the lesson, students will know more about the media and read a text for details about the media.

-**Vocabulary:** -

- **Grammar structure:** - Tag questions
- Gerund after some verbs

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

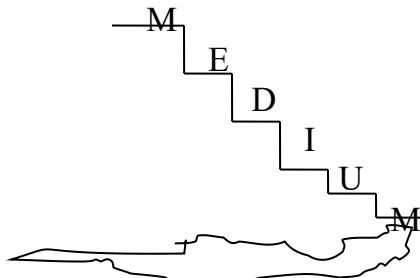
V/Time:

VI/Procedures:

1 Check up:

2 Warm up : Shark's attack:

Draw some steps on the board, and the sea around the steps. Stick the boy or girl on top of the steps, and the shark is in the sea. Draw six gaps for the word **MEDIUM**:. Get Ss in the teams (or ask them as a whole class) to guess the letters, if their guess is right, they will get one mark.



3 NEW LESSON: SECTION :- LANGUAGE FOCUS 2, 3, 4.

Instruction	Content
Pre – reading: Picture. Translation Example Synonym (denifition: command, hold in check) (Sunonym: profit, improvement) Check: Call out the Vietnamese and two Ss run forward to slap the board. The Ss slapping the correct first gets one mark. Go on until all words slapped. Get Ss to work in pairs to put the statement in correct order.	I) Pre- teach vocabulary: Crier (n):['kraɪə]: người rao hàng, rao tin tức Channel (n) ['tʃænl]: kênh Interactive (adj) [,ɪntər'æktɪv]: tương tác Remote (adj):= distant: [ri'maʊt] xa xôi Control (v): [kən'traʊl] điều khiển , kiểm soát Benefit (n) : ['benɪfɪt] lợi ích, phúc lợi Checking vocabulary: (Write the new words all cover the board, one word in each circle.) Call on two teams of 5 Ss to the front of the class. Crier interactive benefit Channel control remote

Ask Ss to work individually then share with their partners.

Pair work
Ask students to work individually then share with their partner.

Have Ss work in pair to answer the questions in exercise 2b on page 42.

Call on some pairs of students to ask and answer the questions.

II) Ordering statements prediction:

- Give the poster of statements on the board.
 - a) Television is cheap and convenient entertainment.
 - b) Vietnamese enjoy reading “Kien Thuc ngay nay”, one of the most popular magazines.
 - c) Long time ago, criers had to shout the latest news as they were walking in the street.
 - d) Interactive is the development of TV.
- Reading and checking:
- Get Ss to read the text about the media and check their guess.
- Give feedback and correct.
 - Answer keys:
 - 1) => C
 - 2) => B
 - 3) => A
 - 4) => D

II) Completing the table:

Have Ss complete the table with the passage letters in which these facts or events are mentioned.

- Answer keys:

Facts and events	Passage number
1.Remove controls are used to interact with TV.	D
2.One of the most popular magazine.	B
3.People of different ages like this magazine.	B
4. Benefit of TV	C
5. People got the news from town crier.	A
6. Interactive TV is available now.	D

III) Comprehension questions:

- Answer keys:

Homework: Ask students to write about their favorite type of media and the reason why.	1. What was a town crier? ⇒ A town crier was a person whose job was to go through city streets ringing a bell and shouting the latest news as he was walking. 2. How popular is the Kien Thuc Ngay Nay magazine? ⇒ Kien Thuc Ngay Nay is one of the most popular magazines and is widely read by both teenagers and adults. 3. What benefit does TV bring about to people's life? ⇒ People can get the latest information and enjoy interesting and inexpensive local and international programs in a convenient way. 4. What kind of magazines and newspapers do you read? ⇒ (Students' answer). 5. What's your favorite type of media? ⇒ (Students' answer). • Listening: - Set the scene: <i>Chau is doing an assignment about the media, She wants to ask her father some information to do the assignment.</i> Students to listen to the tape twice and check their prediction. Give feedback and correct: Answer keys: a. the late 19th century. b. Radio and newsreel. c. In the 1950s. d. The internet. • Tape transcript: (Teacher's book). Homework: Learn by heart vocabulary and structure. Prepare section Language focus 12(page)	
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Period 29 / Week 15

UNIT: 5

THE MEDIA

Lesson 2

**SECTION: - LANGUAGE FOCUS 1, 2
- LISTEN**

I/Objectives: By the end of the lesson, students will be able to use tag questions.

- **Vocabulary:** - website, publish, cable TV, quiz

- **Grammar structure:** - Tag questions

- Gerund after some verbs

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,

- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 Check up:

2 Warm up : guessing game

Get Ss to think about the activities in their free time



Call the students who has the correct guess to the front of the class and game continue.

Ex: S1 Do you like watching TV? – No.

S2: Do you like going shopping ? – No

S3: Do you like chatting with your friend? - Yes.

3 NEW LESSON: SECTION :- LANGUAGE FOCUS 1,2.- LISTEN

Instruction	Content	
Presentation: Translation:	I) Pre teach vocabulary: Website (n): trang web Publish (v) ['pʌblɪʃ] ấn hành Cable TV (n): ['keɪbl]truyền hình cáp Quiz (n) : [kwɪz] cuộc thi đố vui Checking vocabulary: (Rub out and remember):	
	II) Tag questions: Form: Auxiliary verb + personal pronoun 	
Intonation - If we are asking a real question, we are rising intonation	A tag question has the same auxiliary as in the main clause has the fill verb “be”, we use “be” in the question tag. - If the main clause has have got, we use have in the question tag. - We use do, does in the present simple question tags and did in past simple question	

- If we are sure about the answer we use a falling intonation. - ask Ss to drill sentences by sentences. - Get Ss work in pairs - Practice - Ask answer	tag. - We normally put a negative question tag with a positive statement and positive question tag with a negative statement. Drill: - a) You are reading magazine, don't you ? - Yes I do . - b) You don't watch TV, do you ? - No, I don't - c) She likes films, does she ? - No, she doesn't. - d) She doesn't like films,does she ? - No, she doesn't - e) They enjoyed listening to music, didn't they? - f) They didn't enjoy playing chess , did they? - No, they didn't III) Complete the dialogue: Answer keys: a) you have read this article on the website, haven't you? - Not yet b) Minh: baird produced the first TV picture in 1926, didn't he? - Yes he did . c) Thu a daily newspaper was published in Germany in 1556, wasn't it ? - Tri: No, it wasn't,It was in 1650. d) Ha : You don't like playing computer game, do you ? - Thanh: Yes I do but I don't have much time for it. e) We are going to have cable TV soon aren't we ? - Thang : Yes, I think so. <table border="1" data-bbox="755 1575 1388 1890"> <thead> <tr> <th></th><th></th><th>Tuan</th><th>Hanh</th><th>Mai</th><th>Anh</th></tr> </thead> <tbody> <tr> <td>1</td><td>new</td><td>V</td><td>V</td><td>X</td><td>X</td></tr> <tr> <td>2</td><td>movies</td><td>X</td><td>X</td><td>V</td><td>V</td></tr> <tr> <td>3</td><td>music</td><td>X</td><td>V</td><td>X</td><td>X</td></tr> <tr> <td>4</td><td>sports</td><td>V</td><td>X</td><td>X</td><td>V</td></tr> <tr> <td>5</td><td>quizzes</td><td>X</td><td>V</td><td>X</td><td>V</td></tr> <tr> <td>6</td><td>games</td><td>X</td><td>X</td><td>V</td><td>X</td></tr> </tbody> </table>			Tuan	Hanh	Mai	Anh	1	new	V	V	X	X	2	movies	X	X	V	V	3	music	X	V	X	X	4	sports	V	X	X	V	5	quizzes	X	V	X	V	6	games	X	X	V	X	
		Tuan	Hanh	Mai	Anh																																							
1	new	V	V	X	X																																							
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3	music	X	V	X	X																																							
4	sports	V	X	X	V																																							
5	quizzes	X	V	X	V																																							
6	games	X	X	V	X																																							

7	english	V	X	X	X
8	lesson	V	V	X	V
9	cartoons	X	V	V	V

Keys: Like :V ; dislike = do not like :X
Example:
a) Tuan like news doesn't he?
- Yes he does.
b) Hanh and Tuan don't like movies, do they?
No. They don't
c) Tuan doesn't like music does he ?
-No. he doesn't.
d) hanh and Mai like cartoons don't they ?
- yes they do
Home work:
a) Mai can swim?
Yes , He can.
b) Your parents are working in the garden..?
- No they aren't
c) He didn't come here yesterday...?
No, He didn't
d) Help me with these bag...?
- Yes, of course
e) Let's listen to some music...?
- yes let's
Answer keys:
a) Can't she
b) aren't they
c) did he
d) will you, could you, shall we.

Period 30 / Week 15

UNIT: 5

THE MEDIA

Lesson 3

SECTION: - SPEAK

I/Objectives: By the end of the lesson, students will be able to talk to their friends about the programs that they like or dislike

- **Vocabulary:** - violent, documentary, informative
- **Grammar structure:** - Tag questions
- Gerund after some verbs

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 Check up:

2 Warm up : Information transmitting

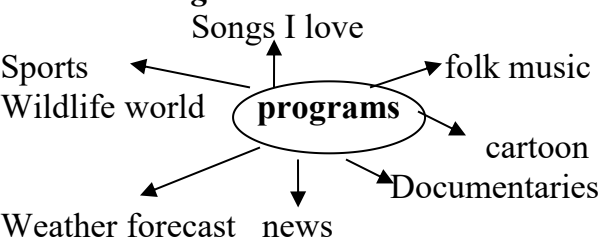
Divide the class into two teams, choose 6 volunteers to stand in two lines

Teacher shows the first student in each line a sentence (writteb on a small piece of paper : (*You don't like foreign films, do you ?*)

The last student shouts out the sentence then write it on the board , if it is the same as the sentence teacher shows, that team wins the game.

3 NEW LESSON: SECTION :- SPEAK.

Instruction	Content	
Pre speaking: translation difinition: Ask students to complete the dialogue between Lien and Trung (ask them to keep their books closed).	I. Pre teach vocabulary: Violent (adj) : ['vaiələnt] bạo lực Documentary (n): [,dɒkjʊ'mentəri] phim tài liệu Informative (adj): [,infə'meɪʃn] giàu thông tin Checking vocabulary: Rub out and remember. II. Revision of tag questions: Lien: You like watching sports (1).....? Trung: Not really. Some sports are so violent, and I don't (2)..... Watching them. I prefer documentaries. Lien : I'm the opposite. I love(3)..... Sports and (4)..... seem quite boring to me. Trung: But you: (5)..... the news (6)....? Lien: Yes, everyday. It's very (7)..... Trung: I enjoy it (8)..... . You don't like foreign films (9).....?	

<u>While speaking:</u> Have some Ss read the dialogue in pairs before class. Have Ss pick out sentences showing agreement and disagreement and ask them to practice. Have students talk to each other about the TV programs they like or dislike, making similar dialogues.	Lien: No, (10)..... <i>Answers keys:</i> (1) don't you (2) like / love. (3) watching (4) documentaries (5) watch (6) don't you (7) information (8) too (9) do you (10) I don't Check their pronunciation / intonation of tag questions. Let students work in pairs to practice the dialogue. * Agree: * I prefer documentaries * I love watching sports. * I enjoy it too. * disagree: * Not really. * I don't like watching sports. * I'm opposite. * Documentaries seem quite boring to me. <i>Brainstorming:</i>  <pre> graph TD programs((programs)) --> Songs[Songs I love] programs --> folk[folk music] programs --> cartoon[cartoon] programs --> Documentaries[Documentaries] programs --> news[news] programs --> Weather[Weather forecast] programs --> Wildlife[Wildlife world] programs --> Sports[Sports] </pre> * <i>Possible answers:</i> - Learning English. - Health for everyone. - Children's corner. - Safe traffic News. - Literature and Art. - Drama. * <i>Samples:</i> A: You like watching cartoon, do you?	
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Homework:	B: Not really, some cartoons are so boring and I don't like watching them. I prefer films. A: I'm the opposite. I like watching sports and films always make me sleepy. B: But you watch the news, don't you? A: Yes, but not often. B: I enjoy news because it is very informative. A: You don't like drama, do you ? B: No' I don't <i>Homework:</i> - Ask the Ss to write the dialogues they made in their notebook - Prepare section: Read. - Learn by heart the new word and structures.	
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Period 31 / Week 16

UNIT: 5

THE MEDIA

Lesson 4

SECTION: - READ

I/Objectives: By the end of the lesson, students will get some knowledge about the Internet

-**Vocabulary:** - forum, surf, deny, get access to , limitation, spam, alert , wander

- **Grammar structure:** - Tag questions
- Gerund after some verbs

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 Check up:

2 Warm up : Chatting:

Show a picture of a computer and ask students about it

- What is this ?
- Can you use computers?
- What subjects help you to use computers?
- Have you ever used Internet?
- Do you find the Internet useful ?
- What do you use the Internet for ?

3 NEW LESSON: SECTION :- READ.

Instruction	Content	
Pre reading: Translation Synonym: refuse Checking vocabulary: matching: Write the new words in the list on the left hand side of the blackboard. Write the translations on the right hand side of the blackboard. Ask Ss to read the statements (on poster) and work in pairs to predict they are true or false.	I) Pre-teach vocabulary: Forum (n) ['fɔ:rəm]: diễn đàn Surf [sə:f](to): lướt sóng, lướt mạng Internet Get access to : ['ækses] tiếp cận Limitation (n) : [ˌlimi'teɪʃn] sự giới hạn Spam (n) : [spæm] thư rác; thịt giảm bông hộp Alert (adj) [ə'lɜ:t]: tỉnh táo, nhanh trí, cảnh giác; (n) sự báo động, sự báo nguy Wander (v) ['wɒndə]: đi lang thang Deny: (v) [di'nai]: từ chối , phủ nhận II) True – false statements prediction: <i>Set the scene: There is a forum on the Internet. You will read some opinions about the advantages and disadvantages of the Internet</i> True – false statements: a. Internet is a wonderful invention of	

While reading: Have students read the text on page 43. 44 and check their predictions then ask them to correct the false statements: Ask students to work in pairs to guess the meanings of the words. Have students read the text again and answer the questions on page 44. Get students to work in pairs practicing asking and answering.	modern life. b. The Internet is available not only in cities but also in the countryside. c. People use the Internet for two purposes: education and entertainment. d. Bad program is one of the limitations of the Internet. e. You should be alert when using the Internet. - Give feedback: III) Reading and checking prediction: • Answer keys: a. T b. F (The Internet is available only in cities.) c. F (People use the Internet for many purposes: education, information, communication, commerce, entertainment. d. T e. T IV) Guessing meaning of the words Get students to match the English words in column A with their meanings in column B <table><tr><td>A</td><td>B</td></tr><tr><td>a. increase</td><td>1. khám phá</td></tr><tr><td>b. convenient</td><td>2. sự rủi ro, mạo hiểm</td></tr><tr><td>c. explore</td><td>3. tăng lên</td></tr><tr><td>d. risk</td><td>4. thư rác điện tử</td></tr><tr><td>e. electronic junk mail</td><td>5. tiện lợi</td></tr><tr><td>f. time- consuming</td><td>6. mất nhiều th.gian</td></tr></table> * Answer keys: a. – 3 ; b. – 5 ; c. – 1 ; d. – 2 ; e. – 4 ; f. – 6 ; V) Comprehension questions: - Call on some students to call out their answers - Give feedback and correct: Answer keys: 1) What does Sandra use the Internet for ? - Sandra uses the Internet to get information and to communicate with friends and relatives.	A	B	a. increase	1. khám phá	b. convenient	2. sự rủi ro, mạo hiểm	c. explore	3. tăng lên	d. risk	4. thư rác điện tử	e. electronic junk mail	5. tiện lợi	f. time- consuming	6. mất nhiều th.gian
A	B														
a. increase	1. khám phá														
b. convenient	2. sự rủi ro, mạo hiểm														
c. explore	3. tăng lên														
d. risk	4. thư rác điện tử														
e. electronic junk mail	5. tiện lợi														
f. time- consuming	6. mất nhiều th.gian														

I/Objectives: By the end of the lesson, students will be able to write a passage about the benefits of the Internet

-**Vocabulary:** - forum, surf, deny, get access to , limitation, spam, alert , wander

- **Grammar structure:** - Tag questions
- Gerund after some verbs

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

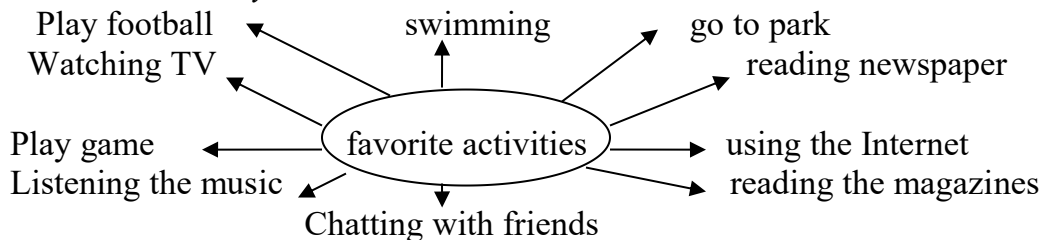
V/Time:

VI/Procedures:

1 Check up:

2 Warm up : Brainstorming:

Have students to think about their favorite activities and how much time they spend on each activity.



3 NEW LESSON: SECTION :- GETTING STARTED - WRITE

Instruction	Content
Pre – writing:	I) Speaking: - Give students the example. - Ask them to ask and answer in pairs. - The information in brainstorming will help students to practice. Example: A: Which is your favorite activity in your free time? B: Watching TV A: How many hours a week/ a day do you spend watching TV? B: About 4 or 5 hours , I guess.
- Have students read the text on page 43 – 44 again Ask students to use the cue (6 write) on the page 44.	• <u>Reading and discussing:</u> - Get students to answer the question 4 “Make a list of benefits of the Internet”again.
While reading:	- Have students discuss the benefits of the

Individual work Whole class Pair work	Internet. • Possible answers: - The Internet as a source of information (news, weather forecast, weather, city maps.....) - The Internet as a source of entertainment (music, movies, games, novels....) - The internet as a means of education (online school, online lessons, self study). - Easy to get information. - Communicate with friends / relatives..(email, chatting, web cam). - Order tickets, goods use the ideas they've just discussed to write a passage about the benefits of the Internet. - Monitor and help students with words or structures while they are writing. - After students finish, call on some students to read their passages aloud before the class. - Give feedback and correct: • <u>Suggested ideas:</u> <i>Benefits of the Internet</i> The Internet has increasingly developed and become part of our everyday life. And no one can deny the benefits of the Internet. The Internet is a source of information. It is really a very fast and convenient way to get information. You can get the latest local or global news easily. You can check weather conditions before you go somewhere; eg. Go camping/ fishing/ outdoor ...you can find a timetable and maps of the buses you want to take, you can book your tickets for the next concert or soccer match, trip or hotel etc... Internet is a very fast and cheap way to communicative with your friends or relatives by means of email, chatting, web cam. Beside, the Internet is a soource of entertainment, you can listen to all kinds of music, the radio, watch videos, we use the	
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I/Objectives: By the end of the lesson, students will be able to talk to their friends about their likes or dislikes

-**Vocabulary:** - forum, surf, deny, get access to , limitation, spam, alert , wander

- **Grammar structure:** - Tag questions
- Gerund after some verbs

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, lucky numbers, comprehension question

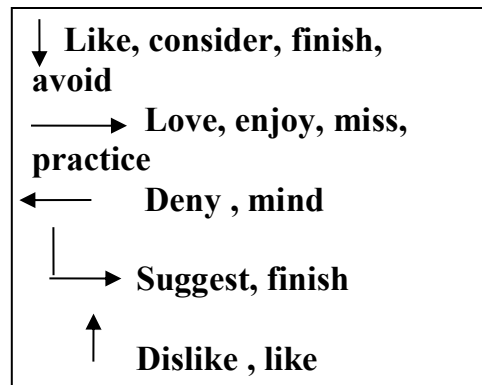
IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 **Check up:**

2 **Warm up :** Word square:



L	M	P	R	A	C	T	I	S	E
I	O	M	I	S	S	D	N	I	M
K	I	R	L	S	T	C	C	K	B
E	N	J	O	Y	L	O	V	K	B
E	F	V	A	V	U	N	A	K	N
F	I	S	V	O	R	S	V	I	M
I	N	U	U	T	S	I	O	L	L
N	I	G	Y	N	E	D	I	S	H
I	S	G	E	S	T	E	D	I	I
S	H	B	C	D	E	R	O	D	U

Ask Ss to find out 13 verbs in the word square.

Divide the class into 2 teams

The team which has more right words will win the game.

3 **NEW LESSON:** SECTION :- GETTING STARTED - WRITE

Instruction	Content	
Presentation: Whole class	• Dialogue Build: <u>Set the Scene:</u> Hoa and Lan are talking about their favorite activities in their free time. - Show the open dialogue and ask students to build a complete dialogue. Lan: (1)..... you (2).....,(3)....soccer? Hoa: No, I (4).....it. Lan: (5).....,(6).....enjoy (7).... TV ? Hoa: Yes, I (8)it . Lan: (9).....you (10)..... fishing?	

Teacher can remind some other verbs: <i>Mind, finish, suggest, consider, deny, keep on (continue) miss, can't help, practice, stand (bear)</i> Practice: Get students to do exercise 3 on page 46	Hoa: I don't know. I've (11)... tried (12)... Answer keys: 1) – Do ; 2) – like ; 3) playing ; 4) – hate 5) – Do ; 6) – you ; 7) watching ; 8) – love ; 9) – Do ; 10) – Enjoy 11) – never ; 12) – It . * Revision of Gerunds after some verbs. * Form: <table><tr><td>Like</td><td rowspan="5">}</td><td rowspan="5">+ V – ing (Gerund)</td></tr><tr><td>Love</td></tr><tr><td>Enjoy</td></tr><tr><td>Dislike</td></tr><tr><td>Hate</td></tr></table> - Have students ask and answer questions about each item in the box. <table border="1"><tr><td>Soccer fishing movies candy Detective stories music</td></tr></table> - Give an example: a. soccer ✓ - Do you like playing soccer ? - Yes I do - Call on some pairs of students to practise asking and answering. - Give feedback and correction. b. fishing ☒ - do you enjoy fishing ? - No, I hate it c. Movies ✓ - Do you love going to the movies ? - Yes I love it d. detective stories ☒ - Do you like reading detective stories ? - I don't know . I've never read them e. candy ✓ - Do you enjoy eating candy ? - Yes, I like it . Especially chocolates. f. Music ✓ - Do you love listening to music? - Yes, I love it. Especially pop music. * Writing: (Substitution box). - Have students write true sentences about their family members, relatives, friends and themselves.	Like	}	+ V – ing (Gerund)	Love	Enjoy	Dislike	Hate	Soccer fishing movies candy Detective stories music
Like	}	+ V – ing (Gerund)							
Love									
Enjoy									
Dislike									
Hate									
Soccer fishing movies candy Detective stories music									

○ LISTEN

I/Objectives: By the end of the lesson, students will be able to know more about the environment problems and the solutions.

-**Vocabulary:** - deforestation, garbage dump, dynamite fishing, spraying pesticides, disappointed, sewage.....

- **Grammar structure:** - Adverbs clauses of reason
- Adjective + that clause.
- Conditional sentences type 1

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 Check up:

2 Warm up : Brainstorming:

Ask Ss to think of the environmental problems in their city.

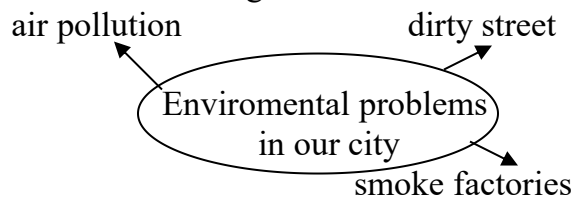
Get students to go to the board and write down their ideas

Divide the class into 2 teams

The team which has more right words will win the game.

* **Possible Answers:**

- the destruction of the forests.
- rubbish / garbage / trash.
- smoke from cars, motorbikes..
- smoke from factories



3 NEW LESSON: SECTION :- BEFORE YOU READ

- LISTEN AND READ

- LISTEN

Instruction	Content	
Pre – reading : T – whole class	I) Pre – teach vocabulary: Deforestation (n): [di,fɔris'teiʃn] : sự tàn phá rừng Garbage dump (n): ['gɑ:bidʒ- 'dʌmp]: đồng rác Dynamite fishing (n) : ['dainəmaɪt] đánh cá bằng thuốc nổ Spraying pesticides (n): [sprei-ɪŋ] ['pestisaɪd] phun thuốc diệt sâu bọ Disappointed (adj) : [,disə'pɔɪnt] thất vọng, buồn rầu Sewage (n) : ['su:ɪdʒ]: nước thải, nước cống	
Have Ss repeat the words in chorus, then rub out word by word but leave the circle. Ask Ss to go to the board and write the words again in their	Checking vocabulary:	

correct circles. Ask Ss to look at the six pictures on page 47 in their text books. Ask Ss to keep the books closed. - Give Ss 1 minute to guess. - Ask Ss to open their books and read the text on page 47 & 48 While reading: Ask Ss to match the names in column A with the activities in column B (exercise 2a on page 48) Ask Ss to work in pair to answer the questions on page 48 (exercise	What and where - Write the words on the board, put one word in each circle: <u>II) Matching:</u> Ask Ss to match the words in the box with the correct pictures. <i>Answer keys:</i> - picture a: air pollution. - Picture b: spraying pesticides. - Picture c: garbage dump. - Picture d: water pollution. - Picture e: deforestation. - Picture f: dynamite fishing. <u>III) Prediction:</u> * Set the scene: Mr Brown is talking to some volunteer conservationists. Guess the place where they are going to work. - Give feedback - Let Ss check their prediction * <i>Answer keys:</i> The conservationists are going to clean the beach. <u>A / Matching:</u> Ask Ss to read the text again and work in pairs to match. <i>Answer keys:</i> Group 1 – f. walk along the shore. Group 2 – e. check the sand. Group 3 – b. check among the rock. Mr Jones – a. collect all the bags and take them to the garbage dump. Mrs. Smith – c. provide the picnic lunch for everyone. Mr. Brown – d. give out the bags. <i>B / Comprehension questions:</i> - Let Ss read the text again and answer the questions - Give feedback. * Questions and answers: - The speaker is Mr. Brown. - The listeners are (member of the volunteer conservationists.) - They are on the beach
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2b) - Who is the speaker ? - Who are the listeners ? - Who are they ? - What are they going to do? - What will they achieve if they work hard today? - Have you ever done anything similar? If yes, what did you do ? Where did you do it ? - If the pollution continues, what might happen ? Post reading:	- They are going to clean the beach. - (If they work hard today, they will make the beach clean and beautiful again soon.) - (Yes, I have. We clean our school / the park/ street. We collected the rubbish and take them to the garbage dump.) - (If the pollution continues, the environment around us won't be good and it will be harmful to our health , our life.) Ask Ss to work in closed pairs. • Listening: - Ask students to complete the notes about the reasons why ocean is polluted by listening to the tape. - Let Ss listen twice / three times. - Give feedback: 1. Garbage is dumped into the ocean. 2. Oil spill come from ships at sea. 3. Oil is washed from from land. * <u>Tape transcript:</u> (teacher's book) tape. “ Our oceans are becoming extremely polluted. Most of this pollution comes from the land, which means it comes from people. First, there I saw sewage, which is pumped directly into sea. Many countries, both developed and developing, are guilty of doing this. Secondly, ships drop about 6 million tons of garbage into the sea each year. Thirdly, there are oil spills from ships. A ship has an accident and oil leaks from the vessel. This not only pollutes the water, but it also kills marine life. Next, there are waste materials from factories. Without proper regulations, factory owners let the waste run directly into the rivers, which then leads to the sea. And finally, oil is washed from land. This can be the result of carelessness or a deliberate dumping of waste.”	
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Period 38 / Week 19

UNIT: 6

THE ENVIRONMENT

Lesson 2

SECTION: - SPEAK

I/Objectives: By the end of the lesson, students will be able to persuade their friends to protect the environment

- **Vocabulary:** - prevent (v), reduce (v), wrap (v) faucet (n) leaf (n).....

- **Grammar structure:** - Adverbs clauses of reason
- Adjective + that clause.
- Conditional sentences type 1

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 Check up:

2 Warm up : Jumbled words:

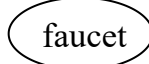
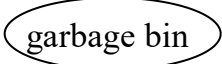
Divide the class into 2 teams

The team which has more right words will win the game.

*** Possible Answers:**

- | | | |
|-----------------|----|--------------|
| 1. uaderpse | => | persuade |
| 2. beaargg | => | garbage |
| 3. roderpvi | => | provide |
| 4. lupotilon | => | pollution |
| 5. duproce | => | produce |
| 6. paispoidednt | => | disappointed |

3 NEW LESSON: SECTION :- SPEAK

Instruction	Content
Presentation: t- whole class Translation Example Mime Pictures Realia Have students to match the lines in column B with an expression in column A so that they have sentences of persuasion.	I) Pre – teach vocabulary: Prevent (v) : [pri'vent] :ngăn chặn, phòng chống Reduce (v): [ri'dju:s]: giảm, làm giảm Wrap (v): [ræp] bao bọc Faucet (n): ['fə:sit]: vòi nước Leaf (n): [li:f]- leaves (pl) [li:vz] ngọn lá • Checking vocabulary: Put the new words all over the board, each word in a circle: Prevent  reduce  leaf  Wrap  faucet  garbage bin  II) Matching:

Individual work Pair work Practice: Each student calls out one of their sentences until all sentences are finished Let Ss work in pair to answer to the questions in the questionnaire. Give feedback, teacher can write some possible answer on the board so that weak students can follow.	Ask students to complete the expressions in column A by using one of the lines in column B (page 49) then compare with their partner. Form: I think you should Won't you It would be better if you Can I persuade you to Why don't you Why not + INFINITIVE What / How about + V – ing Use : Express persuasion. III) Practice speaking: <i>Example:</i> S₁: I think you should use banana leaves to wrap food. S₂: Won't you use banana leaves to wrap food? S₃: Why don't you turn off the lights before going to bed? S₄: It would be better if you go to school or go to work by bike. S₅: Can I persuade you to check all the faucets before going out? S₆: Why not put garbage bins around the school yard? S₇: I think you should use public buses instead of motorbike. S₈: What about using public buses instead of motorbikes? S₉:..... IV) Questionnaire: - Ask students to practice asking and answering: * <i>Possible answers:</i> 1. How can we save paper? * I think you should recycle used paper, newspaper. * Won't you write on both sides of the paper? 2. How can we use fewer plastic bags? * How about cleaning and reusing them?
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Production: Group work. T- whole class	* Why not use paper bags instead of plastic bags? 3. How can we reduce water pollution? * It would be better if you don't throw wastes and garbage into streams, lakes or rivers and even ocean. 4. How can we prevent littering? * I think we should put garbage bins around the school yard. * Why don't you throw all garbage in waste bins. 5. How can we reduce air pollution? * Can I persuade you to go school by bike. * Why not use private vehicles less? 6. How can we reduce the amount of garbage we produce? * Won't you try to reuse and recycle things. * <i>Exhibition:</i> - Divide the class into 4 groups, each group has a secretary. Ask them to discuss the question: "What you do to protect the environment". - The students in groups have opinions, the secretary writes down. - Get students to use the students stick the 4 posters on the wall. They can go around the class and read 4 posters. - Give feedback.	
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Period 39 / Week 20

UNIT: 6

THE ENVIRONMENT

Lesson 3

SECTION: - READ

I/Objectives: By the end of the lesson, students will be able to persuade their friends to protect the environment

- **Vocabulary:** - junk yard: (n), treasure: (n), hedge: (n), nonsense: (n), foam:
- **Grammar structure:** - Adverbs clauses of reason
- Adjective + that clause.
- Conditional sentences type 1

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 Check up:

2 Warm up : Chatting:

Ask students some questions about poetry.

- + Do you like poetry?
- + Which poet do you like best?
- + Name some poems that are your favorite?
- + Do you think it is easy to understand a poem?
- + Have you ever read an English poem? Do you understand it? Do you like it?

3 NEW LESSON: SECTION :- READ

Instruction	Content	
Pre – reading : T – whole class pair work. (explanation: a place where people store wastes)	I) Pre teach vocabulary: Junk yard (n):[junk-yard] : bãi phế thải Treasure (n): ['treʒə]: kho báu Hedge (n) : [hedʒ]: hàng rào Nonsense (n) : ['nɒnsəns] chuyện vô lý; lời nói càn, điều vô nghĩa, đại dốt Foam (n) : [fəʊm]: bọt	
Give students two questions and ask them to answer before reading the poem.	• <i>Checking vocabulary:</i> Rub out and remember. II) Pre questions: • <i>Set the scene:</i> Two people are going on the picnic. They are talking about the pollution. Questions: a) Who are the people in the poem? b) Where are they ?	
While reading Pair work Ask students to practice asking	- Have students work in pairs to guess the answer. <i>Give feedback:</i>	

and answering the questions in pairs.

Individual work

Show 5 questions (from 1 – 5) on page 51

Aks students to work in pairs to answers the questions.

Pair work:

III) Reading and checking:

Answer keys:

- a) The mother and her soon.
- b) They are in the park / woods.

IV) Matching:

Have students practice guessing the meaning of the words by matching each word in column A with an appropriate explanation in column B

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

Answer keys:

- 1. – c ; 2. – g ; 3 – f ; 4 – e ;
- 5 – d ; 6 – a ; 7 – b ;

III) Comprehension questions:

Answer key:

- 1. According the mother , what will happen if the pollution goes on?
 - If the pollution goes on , the world will end up like a second hand junk yard.
- 2. Who does the mother think folk pollute the environment?
 - The mother thinks other folk pollute (are responsible for the pollution of) the environment but not her or her son.
- 3. What will happen to the boy if he keeps on asking his mother such questions?
 - His mother will take him home right away.
- 4. Do you think the boy's question is silly (line 9 – 10) ? Why not?
 - No, Because he is right, if he throws the bottles that will be polluting the woods.
- 5. What does the poet want us to learn about keeping the environment unpolluted?

Group work	- The poet wants us to learn that everyone is responsible for keeping the environment from pollution. * <i>Discussion</i> :	
Homework:	- Divide the class into four groups - Have students discuss the question: “What could you do in your school / house to minimize pollution?” - Ask students to write 5 things that they have to do to keep the environment unpolluted.	

Period 40 / Week 20

UNIT: 6

THE ENVIRONMENT

Lesson 4

SECTION: - WRITE

I/Objectives: By the end of the lesson, students will be able to write a complaint letter.

- **Vocabulary:** - complain: (v) (n), complication: (n), resolution: (n), float: (v), prohibit (v):

- **Grammar structure:** - Adverbs clauses of reason
- Adjective + that clause.
- Conditional sentences type 1

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 Check up:

2 Warm up : Categories:

Ask students to find out the verbs beginning with the letters that teacher gives.

Give four / five letters at the same time, students are to find out four / five letters given

+ Examples:

+ T:	a	b	c	d
+ Ss write:	add	borrow	cut	drive
+ T:	s	t	u	v
+ Ss write:	study	talk	use	value
+ T:	m	n	o	p
+ Ss write:	meet	need	open	put

3 NEW LESSON: SECTION :- WRITE

Instruction	Content	
Pre Writing: Translation Picture Translation Checking vocabulary: (<i>Rub out and remember</i>) Get Ss to copy the words in their books and then ask them to close their books	I) Pre – teach vocabulary : complain: (v) / (n): [kəm'pleɪn] phàn nàn complication: (n) [ˌkɒmplɪ'keɪʃn] điều gây rắc rối, sự phức tạp, sự rắc rối resolution: (n) [ˌrezə'luːʃn] sự quyết tâm float: (v) [flaʊt] trôi, nổi bong bênh prohibit (v): [prə'hɪbɪt] ngăn cản, ngăn cấm • Checking vocabulary: (<i>Rub out and remember</i>) II) Ordering: Ask Ss to keep their books closed. Provide students five sections of a complaint letter (with their definitions) in random order.	

Pair work Ask Ss to work in pairs . Give feedback: Call on a student to read aloud the letter (in correct order). Teacher gives ideas if necessary. Individual work. While writing: Let Ss read the production 6b on page 53. Ask some questions to make sure the students know what they have	a. Action: talks about future action. b. Situation: states the reason for writing. c. Complication: mention the problem. e. Resolution: makes a suggestion. * <u>Answer keys:</u> 1. – b 2. – d 3. – e 4. – a 5. – c thừa, phế liệu SCRAP mảnh nhỏ kim loại III) Reading and matching: - Have Ss read the letter on page 52. - Set the scene: Mr. Nhat wrote a 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 * <u>Answer key:</u> Dear Sir / Madam. R { I would suggest your company to tell your drivers to clear up all the trash on the ground before leaving. S { I am writing to you about the short stop of your trucks around my house on their way to the North. A { I look forward to hearing from you and seeing good response from your company. C { When the trucks of your company have a short break on the streets around my house, the drivers have left lots of garbage on the ground after their refreshment. When the trucks leave the place, the ground is covered with trash and few minutes later there is smell and flies. P { Sincerely, Tran Vu Nhat Let Ss read the production 6b on page 53. • Questions: a. What do people do in the lake behind your house these days?	
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to write. Ask Ss to write the letter individually. Get Ss to share with their partners and correct if possible. Post writing: Homework:	(They begin to catch fish) b. What makes you worried/ (They use electricity to catch fish.) c. To Whom do you write the letter to / (We write to the head of the local authorities) d. What suggest the local authorities should prohibit and fine heavily anyone using electricity to catch fish. e. Any future plan you want to make? (We look forward to seeing the protection of environment from the local authorities). • <i>Example:</i> <i>Dear Mr. President.</i> I am writing to you about the catching of fish of many people in the lake behind my house. I am very worried because they 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 die from electric shock waves. I would suggest the local authorities should prohibit and fine heavily anyone using this way of catching fish. I look forward to hearing from you and seeing the protection of environment from the local authorities. Sincerely. - Move around the class and help students. - Call on some Ss to read aloud their letter. - Give feedback, correct some letter before the class T can write the mistakes (spelling, grammar...) on the board. - Ask Ss to write their letter in their notebooks.	
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Period 41 / Week 21

UNIT: 6

THE ENVIRONMENT

Lesson 5

SECTION: - LANGUAGE FOCUS 1 - 3

I/Objectives: By the end of the lesson, students will be able to use adjectives and adverbs to make sentences with adjective + that clause

-**Vocabulary:** - sigh: (v), amazed: (adj), disappointed: (n), extreme: (v), excited :

- **Grammar structure:** - Adverbs clauses of reason
 - Adjective + that clause.
 - Conditional sentences type 1

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 Check up:

2 Warm up : Pelmanism:

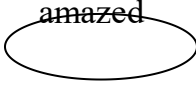
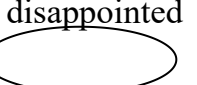
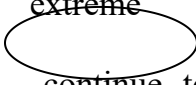
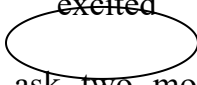
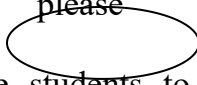
Prepera twelve cards with numbes on one side and the adjectives (6 cards) adverbs (6cards) on the other side.

Make sure the adjectives and adverbs are mixed up.

Turn the cards over and see if they match. Eg: happy - happily

Extreme 1	Happy 2	Sad 3	Good 4	Slow 5	Sadly 6
Fast a	Slowly b	Well c	Sadly d	Extremely e	Happily f

3 NEW LESSON: SECTION :- LANGUAGE FOCUS 1 – 3

Instruction	Content	
Presentation: T – whole class Group work Call on two students or two team of students (5 Ss each team) to the fornt of the class. Make sure they stand at an equal distance from the board. Call out one word in Vietnamese, the two Ss must run forward and slap the word on the board. The one who slaps the correct words first is the winner.	I) Pre – teach vocabulary: sigh: (v), [sai] thở dài amazedly: (adv) [ə'meizidli] ngạc nhiên, sửng sốt, hết sức ngạc nhiên disappointed: (n) [,disə'pɔɪnt] thất vọng extreme: (v) (adj) [iks'tri:m] rất xa excited : (adj) [ik'saitɪd] bị kích thích checking vocabulary: slap the board amazed  sigh  disappointed  extreme  excited  please  - continue to ask two more students to come forward. - Go on until students have slapped all the words. II) Revision of adjectives and adverbs * Adj + LY = Adverb of manner	

Get Ss to work in pairs. Give feedback.	Adjectives can come in two places in a sentences. + Before a noun : a nice girl New shoes + After the verbs be, look, appear, seem, fell, taste, sound, smell. These shoes are new. That soup smell good. - adverbs normally go after the direct object. I read the letter carefully, if there is no direct object, the adverb goes after the verb. She walked slowly. Ask Ss to use the adverbs provided in “pelmanism game” to complete the sentences on Language Focus1 on page 53. Get students to work in pairs. Give feedback. Answer keys: b. The old the man walked <u>slowly</u> to the park. c. Tuan sighed <u>saidly</u> when he heard that he failed the test. d. The baby laughed <u>happily</u> sa she played with her toys. e. Mrs. Nga speak English quite <u>well</u> Set the scene to introduce the structure: Adjective + that clause Ba: Dad! I got mark 9 on my test. Father: That’s wonderful. I’m pleased that you are working hard. * From: S + be + adjective + That clause Complement Ask Ss to do exercise in Language focus 3 on page 55. Let Ss work in pair to complete the dialogues. Give feedback: • Answer keys: b. Mrs. Quyen: when you are going on vacation with your family, Sally? Mrs. Robinson: Tomorrow. I’m excited that	
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Disappoint [ˌdisəˈpɔɪnt] làm thất vọng Prize : [praɪz] giải, giải thưởng Call on some students to practice the dialogues. Let all students work in pair. Production: Divide the class into teams. One team is Nought (0) and the other is crosses (X) The team which has 3 nought or 3 crosses on a line will win the game Homework:	I can go to Dalat this time. c. Lan: I'm sorry that I broke your bicycle yesterday. Tien: Don't worry. I can fix it . d. Liz: I forgot to tell you I was going to Lan's place. Mr. Robinson: I'm disappointed that you did not phone me about it. e. Miss Lien : Congratulation! Nga: I'm amazed that I could win first prize. • Noughts and Crosses: Draw this chart on the board and the game begins: <table border="1"> <tbody> <tr> <td>(1) happy / Pass exam</td><td>(2) sorry break the vase</td><td>(3) excited go abroad</td></tr> <tr> <td>(4) pleased / Study hard</td><td>(5)amazed/win the game</td><td>(6)dissapointed not tell about</td></tr> <tr> <td>(7) sure/like This film</td><td>(8)surprised/win the match</td><td>(9) delighted show/interesting</td></tr> </tbody> </table> Model sentence: I'm amazed that you win the game. * <u>Answer keys</u> 1) I'm happy that I passed the exam. 2) I'm sorry that I broke the vase. 3) We are excited that we could go abroad. 4) He's pleased that his son is studying hard. 5) I'm amazed that they won the game. 6) I'm disappointed that you didn't tell me about that. 7) I'm sure that you like this film. 8) I'm surprised that they won the match. 9) We are delighted that we show was interesting Aks students to write 5 sentences using the structure adjective + that clause. Prepare language focus 2-4-5. (page 54 – 56).	(1) happy / Pass exam	(2) sorry break the vase	(3) excited go abroad	(4) pleased / Study hard	(5)amazed/win the game	(6)dissapointed not tell about	(7) sure/like This film	(8)surprised/win the match	(9) delighted show/interesting	
(1) happy / Pass exam	(2) sorry break the vase	(3) excited go abroad									
(4) pleased / Study hard	(5)amazed/win the game	(6)dissapointed not tell about									
(7) sure/like This film	(8)surprised/win the match	(9) delighted show/interesting									

Period 42 / Week 21

UNIT: 6

THE ENVIRONMENT

Lesson 6

SECTION: - LANGUAGE FORCUS 2 – 4 - 5

Write the words on the board, put one word in each circle. Have Ss repeat the words in chorus then rub out word by word but leave the circle. Go on until all the words are rubbed out. Ask students to use other words for BECAUSE Practice:	hành được (vì ngu dân...) tính chất không ăn được Checking vocabulary: <i>What and where</i> exhaust fjum cope respiratory ideal pesticide inedible Ask Ss to go to the board and write the words again in their correct circles II) Revision of adverb clauses of reason with BECAUSE, SINCE, AS. Give two sentences and ask students to combine them into one. (a) Ba is tired. (b) He stayed up late watching TV * Answer: Ba is tired because he stayed up late watching TV. └──────────┬────────────────────────────────┘ Main clause adverb clause of reason Answer: SINCE or AS Have Ss do the Language Focus 2 exercise on page 54 – 55 Call on some students to read aloud their sentences Correct if necessary: • <i>Answer keys:</i> a) I'm going to be late for school because / since the bus is late. b) I broke the vase because / as I was careless. c) I want to go home because/ since I feel sick. d) I'm hungry because / as I haven't eaten all day. Set the scene: to introduce the structure of Conditional sentences type 1. Write the statement on the board. we pollute the water, we have no fresh to use. Ak students to complete the sentences by filling in each blank with one suitable word. • <u>Answer key:</u>	
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Practice Pair work Ask Ss to work in pairs and find out five complete conditional sentences. Dynamite: ['daɪnəmaɪt] phá huỷ hoàn toàn Creatures: ['kri:tʃə] sinh vật, loài vật Preserve: [pri'zə:v] (v) bảo quản, giữ gìn preserver [pri'zə:və] (n) người giữ, người bảo quản	If we pollute the water, we <u>will</u> have no fresh <u>water</u> to use. • From: If + main clause, subordinate clause. (simple present tense) (will / infinitive). • Matching: Have students do the Language Focus 4 exercise on page 56. they have to match each half – sentences in column A with a suitable one in column B: <u>Answer keys:</u> 1 – e : If we pollute the water, we will have no fresh water to use. 2 – a : If you cut down the trees in the forests, there will be big floods every year. 3 – c : If there too much exhaust fume in the air, more and more people will cope with respiratory. 4 – d : If you can keep your neighborhood clean, you will have an ideal place to live. 5 – b : if people stop using dynamite for fishing, a lot of sea creatures will be well preserved. • Sentences completion: Teach Ss how to do the test . Give them an example. If the rice paddies are polluted (rice plant / die) ⇒ If the rice paddies are polluted, the rice plant will die. Have Ss work in pairs and write the complete sentences in hteir notebooks <u>Give feedback:</u> <u>Answer keys:</u> b. If we go on littering, the envoronment will become seriously polluted. c. If we plant more trees along the streets, we will have more shades and fresh air. d. If we use much pesticide on vegetables, the vegetables will become poisonous and inedible. e. If we keep our environment clear and
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Homework:	clean, we'll live a happier and healthier life. Get students to write 5 Conditional sentences type 1. Prepare unit 7: (section : Before you read Listen and read	
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Period 43 / Week 22

UNIT: 7

Lesson 1

SAVING ENERGY

SECTION: - BEFORE YOU READ
- LISTEN AND READ

I/Objectives: By the end of the lesson, students will be able to use understand the dialogue and about the ways to save energy

- **Vocabulary:** - water bill: (n), reduce: (v), enormous: (adj), plumber: (adj), crack: (n) dripping faucet (adj) turn off (v), turn on: (v) pip (n) suggest

- **Grammar structure:** - Connectives: and, but, because, or, so , therefore, however.

- Phrasal verbs: turn off, turn on, look for , look after.....

- Structures for making suggestions.

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,

- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 Check up:

2 Warm up : Chatting:

Have students look at the picture on page 57 (or show the picture on the board) and ask some questions so that they can understand the picture.

Is the TV on?

Who is watching TV?

Is the light still burning?

What happens to the faucets?

Should we turn the TV off?

Must we pay for water and electricity we use in our home ?

What should we do to save energy ?

3 NEW LESSON: SECTION :- Before you read - Listen and Read

Instruction	Content	
Pre reading: T- whole class: Realia Synonym Picture . Visual	I) Pre – teach vocabulary: water bill: (n) ['wɔ:tə'bil] hóa đơn tiền nước reduce: (v) ['ri'dju:s] giảm, giảm bớt, hạ enormous: (adj) ['i'nɔ:məs] to lớn, khổng lồ plumber: (adj)['plʌmə] thợ hàn chì, thợ ống nước crack: (n) [kræk] nứt nẻ, rạn nứt, vỡ, gãy dripping faucet (adj) ['dripiŋ- 'fə:sit] vòi nhỏ giọt, chảy nhỏ giọt turn off (v) khóa , tắt turn on: (v) bật, vặn pip (n) [pip]: ống nước Suggest [sə'd est] đề nghị; đề xuất; gợi ý turn-down ['tə:ndaun] sự bác bỏ, không thừa nhận Checking vocabulary:	
Rub out the words one at a time. Each time you rub out an English word		

but leave the Vietnamese translation.	<i>Rub out and remember</i> Get Ss to copy the words in their books Ask Ss to repeat the words chorally. Get Ss to come to the board and write the English words again. Check and focus on the spelling.																								
Now, work in pairs and guess about the conservation between them.	II) True false statements prediction: <i>Set the scene:</i> <i>Mr. Ha is talking to his neighbor, Mrs. Ha, and Mr. Ha look very worried.</i> Hang the poster of statements on the board and ask students to guess which the statements are true and which are false.																								
Pair work	a) Mr. Ha is worried about his water bill. b) Mrs. Mi gives Mr. Ha advice on how to save water . c) Mrs. Ha has checked the pipes in her house and found no cracks. e) Mr. Robinson suggests talking showers because they can save water.																								
While – reading	III) Reading and checking prediction: Ask students to read the dialogue on page 57 and check their predition. Have Ss correct false staements. <table><tr><td>St.</td><td>Guess</td><td>Answer</td><td>correction</td></tr><tr><td>a</td><td></td><td>T</td><td>✓</td></tr><tr><td>b</td><td></td><td>T</td><td>✓</td></tr><tr><td>c</td><td></td><td>F</td><td>Mr. Ha hasn't checked the pipes in his house</td></tr><tr><td>d</td><td></td><td>F</td><td>A plumber is a person who repairs water pipes</td></tr><tr><td>e</td><td></td><td>T</td><td>✓</td></tr></table>	St.	Guess	Answer	correction	a		T	✓	b		T	✓	c		F	Mr. Ha hasn't checked the pipes in his house	d		F	A plumber is a person who repairs water pipes	e		T	✓
St.	Guess	Answer	correction																						
a		T	✓																						
b		T	✓																						
c		F	Mr. Ha hasn't checked the pipes in his house																						
d		F	A plumber is a person who repairs water pipes																						
e		T	✓																						
Pairs work	IV) Comprehension: Have Ss work in pairs to find out the answers of these questions. a) Why is Mrs. Ha worried ? b) How much money does Mr. Ha pay for her water bill? c) What does Mrs.Mi advise Mrs.Ha To do? d) How much water can be wasted a month by a dripping faucet?																								
Group work	Give feedback: Call on some Ss to answer the questions. Teacher checks and writes the answers on the board if necessary.																								

I/Objectives: By the end of the lesson, students will be able to use understand the dialogue and about the ways to save energy

-**Vocabulary:** - water bill: (n), reduce: (v), enormous: (adj), plumber: (adj), crack: (n) dripping faucet (adj) turn off (v), turn on: (v) pip (n) suggest

- **Grammar structure:** - Connectives: and, but, because, or, so , therefore, however.

- Phrasal verbs: turn off, turn on, look for , look after.....

- Structures for making suggestions.

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,

- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 Check up:

2 Warm up : Kim's game:

Have students look at the poster of things dealing with activities in free time (for 20 second) on page 59 and try to remember as many activities as possible.

Ss go to the board and writes the name of activities. They've just seen from memory.

1. go to the movies
2. play badminton
3. watch TV
4. play check
5. do homework
6. read book / go to the library
7. go skiing /
8. play game

3 NEW LESSON: SECTION :- SPEAK

Instruction	Content	
Presentation: Ss find out other ways of making suggestions.	Elicit from students to draw the exchange I suggest talking a shower . OK I'll do that. I think you should take a shower . Why don't you take a shower ? How about talking a shower ? What about taking a shower ?	
	Suggestion: I suggest + V-ing .. I think we should ...	Response OK That's good idea

T- whole class Pair work Have Ss do exercise 3a on page 58 – 59 Ask Ss to look at the pictures on page 59 and the tables on page 58 and make responses to the suggestions .(or use picture cue drill.)	<table border="1"> <tr> <td>Shall we ...?</td> <td>All right</td> </tr> <tr> <td>Why don't we ..?</td> <td>Let's</td> </tr> <tr> <td>How about + V-ing ?</td> <td>No, I don't want to ..</td> </tr> <tr> <td>What about + V-ing ?</td> <td></td> </tr> <tr> <td>Let's + infinitive</td> <td>I prefer to ...</td> </tr> </table>	Shall we ...?	All right	Why don't we ..?	Let's	How about + V-ing ?	No, I don't want to ..	What about + V-ing ?		Let's + infinitive	I prefer to ...
Shall we ...?	All right										
Why don't we ..?	Let's										
How about + V-ing ?	No, I don't want to ..										
What about + V-ing ?											
Let's + infinitive	I prefer to ...										
Ask Ss to do exercise 3b on page 59. Get students to look at the pictures on page 59 and make suggestions about how to save energy at home. Students work in pairs and write down as many sentences as possible. Which pair writing most sentences gets good mark	Ask Ss look at the pictures on page 59 and the table on page 58 and make responses to the suggestions (or use pictures cue drill) Example: I suggest going to the movies. No, I don't want to . I prefer to watch TV. a) I think we should play badminton. OK. b) Why don't we play check? That's a good idea. c) Shall we go to the library ? All right. d) How about watching TV ? OK. e) What about skiing ? No, I don't want to. I prefer to play games. f) I suggest doing our homework. No, I don't want to. I prefer to read books. Futher practice: • Possible answer: + I think we should turn off the faucets after use. + I suggest fixing the faucets. + why don't we turn off the light before leaving rooms? + How about taking a shower instead of a bath. + isuggest putting the lid on the cooking pot when cooking Discussion: - Remind students that after suggest we can use a "that clause". - Using the structure "Suggest + Ving". - Using the structure "Suggest + that clause" <u>Possible answer:</u> "What do you do to help the poor in the neighborhood of your school" ?										

	+ Collect some money. + Collect unused clothes. + Organized a show to raise money. + Give poor families with their chores. + Give poor children books, notebooks and school things... Ex: I suggest collecting some money. “Giving suggestions that help your friend to improve his / her English”. + Work harder on your pronunciation. + Speak English in class. + Buy a good dictionary. + Do some reading every day. + Write new vocabulary on small pieces of paper and stick everywhere in your home. + Write diary in English. Ex: I suggest (that) you should work harder on your pronunciation. - Ask a volunteer from each group to show their ideas before class. - Give feedback. - Ask students to write what they’ve discussed in their notebook.	
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Period 45 / Week 23

UNIT: 7

SAVING ENERGY

Lesson 3

SECTION: - READ

I/Objectives: By the end of the lesson, students will know more North American and European countries save money and natural resources

- **Vocabulary:** - consumer: (n), bulb: (n), label: (n ; v), scheme: (n), efficient : (adj); category : (n); ultimately: (adv), innovation: (n); conserve (v)

- **Grammar structure:** - Connectives: and, but, because, or, so , therefore, however.

- Phrasal verbs: turn off, turn on, look for , look after.....

- Structures for making suggestions.

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,

- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 Check up:

2 Warm up : Chatting:

Use an electricity bill and a water bill to chat to Students.

- What's this ? (*It's a water bill*).
- How much is your family's water bill ?
- How much is your family's electricity bill ?
- Do you think it is enormous ?
- How much electricity does your TV use everyday?
- How much electricity does your fridge use everyday?
- Are your parents worried about that?
- Do you want to reduce the amount of electricity and water your family use?
- What should you do?
- Do you want to know how the people in other countries save energy?

3 NEW LESSON: SECTION :- READ

Instruction	Content	
Pre – reading:	I/ Pre – teach vocabulary: consumer: (n) /kən'sju:mə/ người tiêu dùng, người tiêu thụ bulb: (n) [bʌlb] bóng đèn label: (n ; v) ['leɪbl] nhãn hiệu dán nhãn, ghi nhãn scheme: (n) [ski:m] sự sắp xếp theo hệ thống; sự phối hợp, kế hoạch efficient : (adj) ['ɪfɪənt] có hiệu lực, có hiệu quả category : (n) ['kætigəri] hạng, loại ultimately:(adv) ['ʌltɪmətli] rốt cục, cuối cùng thì innovation: (n) [ˌɪnəʊ'veɪʃn] sự đổi mới, sự cách tân conserve (v) [kən'sə:v] giữ gìn; bảo tồn Checking vocabulary: What and Where	
Checking vocabulary: What and Where Have Ss repeat the word by word but leave the circle. Remember to let	II. Pre – questions:	

students repeat before and after rubbing out each word. While reading:	- Give Ss two questions and ask them to discuss with their partners to predict the answers: 1. Do people in Western countries think electricity, gas, and water are luxury? 2. Do they want to save electricity ? What do they do to spend less on lighting? <u>III/ Reading and checking:</u> - Have Ss read the text on page 60 – 61 to check their prediction: * Answer keys: 1. No, they don't. They think electricity, gas, water are not luxuries but necessities. 2. Yes, they do . They use energy saving bulbs instead of ordinary bulbs and there is a labeling scheme helping them use household appliances efficiently. <u>IV/ Reading for main ideas:</u> Have Ss read the text again and do exercise 5a. Students have to work in pairs to choose the best summary of the passage. • Which of the following is the best summary of the passage? 1. Energy saving bulb should be use to save electricity. 2. In Western countries, electricity, gas, and water are necesssities. 3. North American and European countries are interested in saving money and natural resources. 4. labeling schemes help saving energy. * Answer keys: 3. North American and European countries are intersted in saving money and natural resources. <u>V/ Comprehension questions:</u> - Have Ss work in pairs to find out the answers of these questions. 1. What are Western consumers interested in? 2. What can they do to spend less on lighting? 3. Mrs. Jones uses only two ordinary bulbs and she pays US\$ 8 for lighting. How much will she pay if she uses two energy saving bulbs	
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Call some students to answer the questions. The teacher checks and writes the answers on the board (if necessary). Have Ss stick their posters on the board. Ss go around the class, read their groups' posters.	instead ? 4. What is the purpose of the labeling scheme? 5. Why should we save energy ? - Give feedback. • Answer keys: 1. Western consumers are interested in products that will not only work effectively but also save money. 2. They can use energy saving bulbs instead of ordinary 100 watts bulbs to spend less on the lighting. 3. she will pay US\$2. Because these bulbs use a quarter of the electricity of standard bulbs. 4. The labeling scheme helps the consumers know how energy, we'll save money and conserve the Earth resources. * Writing: - Ask Ss to work in groups choosing a secretary then discuss the ways to spend less on lighting. The secretary from each group has to write the ideas on the poster. Possible answers: Use energy saving bulbs instead of ordinary 100 watt light bulbs Turn off the light before leaving the rooms. Use household appliances properly (follow the instructions). Keep refrigerator door closed. Write the ways how to save money. Write down ideas on how to save energy.	
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Period 46 / Week 23

UNIT: 7

SAVING ENERGY

Lesson 4

SECTION: - WRITE

I/Objectives: By the end of the lesson, students will be able to write a simple speech and present it before the class.(writing a speech about saving energy.

- **Vocabulary:** - enhance: (v) gifts: (n), offer : (v), nationwide: (n), supported
 - **Grammar structure:** - Connectives: and, but, because, or, so , therefore, however.

- Phrasal verbs: turn off, turn on, look for , look after.....
- Structures for making suggestions.

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

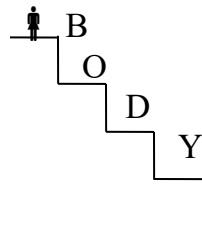
V/Time:

VI/Procedures:

1 Check up:

2 Warm up : Shark's attack:

Draw some steps then stick the cut out girl / boy on the top the steps, the shark is in the sea



The game continues until students find out the word BODY and the shark can't eat the girl / the boy
 Ask Ss to continue to guess the words.

3 NEW LESSON: SECTION :- WRITE

Instruction	Content	
Pre writing: Jumble words: Divide the class into two team. Ss from two teams go to the board and write the correct words	I/ Vocabulary revision: Write the words whose letter are in a random orser on the board. Team which write more correct words first win the game. 1. usm pu = sum up (express briefly) 2. ioatnetnt = attention 3. aeidtl = detail 4. diosl = solid 5. fradt = draft enhance: (v) [in'hɑ:ns] làm tăng, nâng cao, đề cao gifts: (n) [gift] quà tặng, quà biếu offer : (v, n) ['ɔfə] sự trả giá, biếu, tặng, dâng nationwide: (n) ['neiʃnwaɪd] khắp cả nước; toàn quốc support : (n,v)[sə'pɔ:t] sự chống đỡ. chịu, chống, đỡ II/ Matching: column A with column B Answer keys: 1. Intrduction: B – Getting people's attention	
Have students match each part of a speech in column A to a suitable		

function in column B While writing: Have students put the sections in 6b on page 62 in the correct order to form a speech.	and telling them what you are going to talk about. 2. Body: C – Giving details in easy-to-understand language. 3. Conclusion: A – Summing up what you have said. III. Ordering: Put the following sections in the correct place to complete a speech. Answer keys: 3) Good evening, ladies and gentlemen. I'm Professor Roberts and tonight I'm going to tell you how to save money. 2) Most of us use too much gas. You can reduce this amount by: Traveling by bicycle or public transport, having a mechanic check your motorbike regularly. 1) If you follow these simple rules, not only will you save money, but also the environment will be cleaner. - Call on some Ss to read aloud the speech. - Help Ss to present the speech before class naturally. III/ Writing speeches – Exhibition. - Ask each group to speech about one of these topics. * Reduce garbage. * Reusing paper. * Saving energy in the kitchen. Possible speeches: 1) <i>Reduce garbage.</i> Good morning, ladies and gentlemen, my name is and I'm going to tell you how to reduce garbage. Most of us use too much garbage everyday. You can reduce garbage by: • Collecting plastic bags. • Not keeping solid waste with food waste. • Putting different kinds of waste in different places. If you follow those simple rules, you'll not only reduce garbage, but also keep environment	
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	cleaner. 2) <i>Reusing paper</i> Good morning, ladies and gentlemen, my name is and I'm going to tell you how to reuse paper Most of us use too much paper. You can reuse paper by: • Having a separate wastebasket for waste paper. • Keeping sheets with single printed page for drafting. If you follow these rules, not only will you reduce garbage, but also you'll save money. 3) <i>Saving energy in the kitchen.</i> Good morning, ladies and gentlemen, my name is and today I'm going to tell you how to save money. Most of us use too much electricity, especially in the kitchen. You can reduce this amount by: • Turning off the lights before leaving the kitchen. • Preparing food carefully before turning on the stove. • Keeping refrigerator door closed. • If you follow these simple rules, you'll not only save money, but also conserve the resource. • Correction: - Have a volunteer from each group present his/ her group's speech before class. - Correct their mistakes. - Give feedback. Ask students to copy down one of these speeches in their notebooks.	
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Period 47/ Week 24

UNIT: 7

SAVING ENERGY

Lesson 5

SECTION: - LISTEN

- LANGUAGE FOCUS 3

I/Objectives: By the end of the lesson, students will know more about solar energy by listening.(listening to a text for details and further practice in making suggestions.

- **Vocabulary:** - solar: (adj) solar panel: (n), nuclear power : (n), install: (v), population

- **Grammar structure:** - Connectives: and, but, because, or, so , therefore, however.

- Phrasal verbs: turn off, turn on, look for , look after.....

- Structures for making suggestions.

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 Check up:

2 Warm up : Information transmitting:

Divide class into two teams

Choose six volunteers from each team.

The volunteers stand in two lines, the teacher shows the first student in each line a sentence. The first S whisper the whole sentence to the second student in his / her line. The second S whisper to the third and so on .. and last student write it on the board.

3 NEW LESSON: SECTION :- WRITE

Instruction	Content
Pre listening: Explanation: Translation	I/ Pre – teach vocabulary: solar: (adj) ['soulə] (thuộc) mặt trời solar panel: (n) tấm kim loại để tiếp nhận năng lượng nuclear power : (n) ['nju:klɪə'pauə] năng lượng hạt nhân (nguyên tử) install: (v) [in'sto:l] lắp đặt cài đặt population (n) [ˌpɒpjʊ'leɪʃn] dân cư, dân số, mật độ dân số solar power (n) ['soulə'pauə] năng lượng mặt trời
Checking : Slap the board Call on two Ss or 2 teams of students to the front of the class. Make sure they stand at an equal distance from the board.	Checking vocabulary: Slap the board II/ True – False statements prediction: Ask Ss to look at the statements on page 60 a4. Have they work in pairs and guess which statements are true and which one are false. 1. Solar energy can be cheap and clean. 2. Most of our electricity now comes from nuclear power. 3. The solar energy that gets to the Earth cannot provide enough power for the world's population.

While Listening - have Ss listen to the tape twice and check their prediction. - Get Ss to correct the false statement. Group work Pair work Individual	4. Solar energy can be used on cloudy days. 5. All building in Sweden will be heated by solar energy in 2050 <i>Give feedback:</i> III/ <u>Listening and checking</u> <i>* Answer key:</i> 1. True 2. False: => Most of our electricity comes from the use of coal, gas, oil or nuclear power.. 3. False: = > 1% of the solar energy that gets to the Earth can provide enough power for the world's population. 4. True. 5. False: => They will be heated by solar energy in 2015. <i>Tape transcript:</i> “Are you sure 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 and gas, oil 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 the total population. Many countries are already using solar energy. Solar panels are placed on the roof of a house and the Sun's energy is used to heat water. The energy can be stored for a number of days, do on cloudy days you can use solar energy too. Sweden has an advanced solar energy program. There, all buildings will be heated by solar energy and cars will use solar power instead of gas by the year 2015”. Gap – filling: - Have students look at exercise 4b on page 60 and work in pair to guess the words in blanks - Give feedback: - Have Ss listen to the tape again and fill in the gaps . if students can't finish, let them listen once more.
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Pair work	* Answer keys: 1) The sun can be an <u>effective</u> source of power. 2) Solar energy doesn't cause <u>pollution</u>. 3) A lot countries in the world are already using solar energy. 4) It is possible to store solar energy for a number of days. 5) Solar panels are installed on the roof of a house to receive the energy from the sun. 6) We can save natural resources by using solar energy instead of coal, gas and oil. <u>Write it up:</u> Have students write a passage (about 100 words) about solar energy. Using the information in the two exercises above. <u>Sample:</u> Most of our electricity now comes from coal, gas oil, or nuclear power. The sun could provide this power so many countries are already using energy. Only one percent of the solar energy that gets to the Earth can provide enough power for the world's population. Solar energy is a cheap, clean, effective source of power that doesn't cause pollution or waste natural resources. There's an advanced solar energy program in sweden. It is said that by the year of 2015, all buildings in sweden will be heated by solar energy and cars will use solar power too. We hope that there is such a program in Vietnam. We can save natural resources such as coal, oil, gas... by using solar energy. And every household in Vietnam has hot water in winter without paying money.	
Post listening		
Individual work		

Period 48 / Week 24

UNIT: 7

SAVING ENERGY

Lesson 5

SECTION:

- LANGUAGE FOCUS 1 - 2

I/Objectives: By the end of the lesson, students will be able to use the connectives: and, but, because, or, so, therefore, however and some phrasal verbs.

-**Vocabulary:** - solar: (adj) solar panel: (n), nuclear power : (n), install: (v), population

- **Grammar structure:** - Connectives: and, but, because, or, so , therefore, however.

- Phrasal verbs: turn off, turn on, look for , look after.....

- Structures for making suggestions.

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,

- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 Check up:

2 Warm up : Bingo:

Ask Ss to write down in their notebooks 5 verbs with prepositions.

Prepare a list of verbs + prepositions . then call out each word in a loud voice.

Students listen to the teacher carefully. If anyone has the same verbs + prepositions, they cross it out the first student crossing out all 5 verbs + prepositions shout “ Bingo” and the game.

* Suggested list of verbs + prepositions:

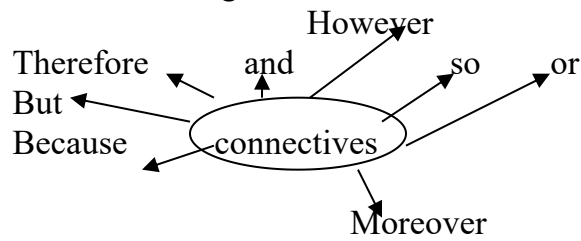
Look for	look after	look at	look away	look in	look out
Turn off	turn on	turn down	turn up	turn over	turn up

3 NEW LESSON: SECTION :- WRITE

Instruction	Content	
Presentation: Provide students 5 verbs + prepositions and then ask them to match the verbs with the pictures on page 64	Presentation 1: Answer keys: - Picture 1: look after the baby - Picture 2: go on (wasting paper) - Picture 3: turn on TV - Picture 4: look for - Picture 5: turn off the faucet. Language Focus 2 : they have to use suitable verbs to complete the sentences. Answer keys: 1) Hanh can't go to the movies with us tonight. She will have to look after her little sister. 2) If we go on wasting water , there will be a shortage of fresh water in a few decades. 3) Turn on the Tv for me , will you ? I want to watch weather the forecast. 4) I think I've lost my new pen. I' ve looked for it everywhere and I can't find it anywhere.	

5) Mrs. Yen forgot to turn off the faucet when she left for work.

* Brainstorming:



- Ask Ss to think of connectives that they've learnt.
- Have students go to the board and write down the connectives.
- Give feedback
- Ask students to give Vietnamese meanings

Practice 2:

Have Ss work individually to do the exercise Language focus 1 on page 63. They have to complete the sentences by using correct connectives.

Answer keys

- Mrs. Quyen bought corn, potatoes and cabbage at the market.
- I'd love to play volleyball but I have to complete an assignment.
- Nam got wet because he forgot his umbrella.
- Hoa failed her math test. Therefore, she has to do the test again.
- Do they want Vietnamese tea or milk tea?
- It's raining, so I can't go to the beach.
- Ba's hobbies are playing football and collecting stamps.
- Na is very tired. However, she has to finish her homework before she goes to bed.

Ask students to work in pairs to compare their answers.

Give feedback. Have some students read aloud the completed sentences, check their pronunciation and the meanings.

Noughts and Crosses:

Divide class into 2 teams. One team is Nought (O) and the other is Cross (X)

	<table> <tr> <td>1. or</td><td>2 and</td><td>3 so</td></tr> <tr> <td>4, but</td><td>5 therefore</td><td>6 however</td></tr> <tr> <td>7 so</td><td>8 because</td><td>9 and</td></tr> </table> Possible answers: 1) Do you want to take a bath or take a shower? 2) I'll get a plumber to check the pipes and repair the faucets. 3) He got up late so he had to take a taxi to school . 4) It's raining but he is still going swimming. 5) Her English is not good therefore she decides to practices more. 6) Lan 7) Baths use twice as much water, so I suggest taking showers . 8) The water bill is enormous this month because there is a crack in the pipes. 9) I suggest taking showers and fixing the faucet. <u>Homework:</u> Ask Ss to write 5 sentences with connectives 1) therefore 2) because 3) however 4) or 5 so.	1. or	2 and	3 so	4, but	5 therefore	6 however	7 so	8 because	9 and	
1. or	2 and	3 so									
4, but	5 therefore	6 however									
7 so	8 because	9 and									

<i>Full</i> <i>name:</i> <i>Class : 9...</i>	THE ENGLISH TEST GRADE 9 N^o: 3 TIME : 45 minutes; S.YEAR 06- 07	<i>Score:</i>
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I/ Choose the correct answer A B C D in the following sentences.

1. There is too much trafficthe air is plluted .
a) however b) since c) therefore d) but
2. If a disasterin an area, people from other area will offer help.
a) happens b) will happen c) happening d) would happen
3. Run and you'll catch the ball.
a) fastly b) fast c) good d) soft
4.a letter to Lan yet? Not yet. I have been busy.
a) Have you write b) Have you written
c) Did you written d) Do you writte
5. He woke up late..... so he didn't have time for breakfast.
a) if b) so c) because d) although
6. She asked me
a) where do I live b) where I live c) where I lived d) where I am living
7. You should the light before you go to bed.
a) turn off b) turned off c) turn on d) to turn off
- 8) Let'sthe word in the dictionary.
a) to look up b) looked up c) look up d) looking up
9. would you cleaning the floor for me?
a) mind b) like c) please d) rather
10. A dripping faucet can 500 liters of water a month
a) save b) waste c) reduce d) produce
11. We can take a taxi wait for a bus.
a) and b) but c) or d) because
12. We friends for 5 years .
a) has been b) have been c) was d) were

II/ supply the correct tense form of verbs in brackets.

1. The teacher (explain)..... to you if you ask him .
2. I (speak)to her about that matter several time already.
3. A new text book (publish)by that company next year.
4. Listen ! someone (knock)on the front the door.

III/ Rewrite the sentences the following so that the meaning as the first.

1. Parents ought to send their children to school .
☞ Children
2. "Please don't talk in class" Lan told us .
☞ Lan told us
3. My little sister likes to watch cartoons.
☞ My little sister enjoys
4. You must return this book to the library within five days .
☞ This book.....

IV/ Complete the sentences with appropriate words from the list.

bulb install effective energy hobby bill
--

1. He gave them afor the food they bought in the shop.
2. Heris reading.
3. Cycling is anway of keeping fit .
4. She is going toa new washing-machine.

V/ Read the passage carefully and then answer the questions.

Sport and games make our body strong , prevent us from getting too fat and keep us healthy , these are not their only uses. They give us valuable practice in making eyes , brain and muscles work together. Sports and games are also useful for character training, boys and girls may learn about such virtue as courage , discipline and love their country.

Questions:

1. What are the uses of sports and games to our body?
2. Do sports and games make eyes, brain and muscles work together?
3. Are sports and games useful for character training?
4. What virtues may boys and girls learn about?

TASK

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Period 51 / Week 26

UNIT: 8

CELEBRATIONS

Lesson 1

SECTION:

- GETTING STARTED

- LISTEN AND READ

I/Objectives: By the end of the lesson, students will be able to know more about the popular celebrations in the world. (Reading a text about some celebrations in the world for details

- **Vocabulary:** - occur: (v) decorate: (v), freedom : (n), slavery: (n), Jewish (n) parade (n)

- **Grammar structure:** - Adverb clauses of concession .

- Relative pronouns and relative clauses (defining)

- to give and response to compliments.

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 Check up:

2 Warm up : Shark' Attack:

Draw some steps, a girl on the top of the steps, the shark in the sea.

Draw 12 gaps for the word celebrations

* Eg: - - - - - .

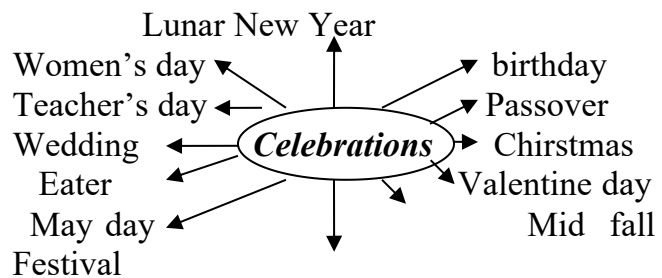
- Get Ss into teams (or ask them as a whole class). They have to guess letters . If their guess is wrong, the girl has to step down. If their guess is right, they will get one mark and the girl stands still.

The game continues until students find out the word and the shark can't eat the girl.

3 NEW LESSON: SECTION : - GETTING STARTED - LISTEN AND READ

Instruction	Content	
Pre teach Pre reading Synonyms Picture Translation Picture	1) vocabulary: occur: (v) [ə'kɜ:(r)] xảy ra, xuất hiện, tìm thấy decorate: (v) ['dekəreit] trang hoàng, trang trí freedom : (n) ['fri:dəm] sự tự do; nền tự do slavery: (n) ['sleivəri] cảnh nô lệ; sự nô lệ; tình trạng nô lệ Jewish (n) ['dʒu:ɪʃ] người Do thái parade (n) [pə'reid] cuộc diễu hành, cuộc diễu binh phô trương checking : Rub out and remember ask Ss copy down the words in their notebooks. Rub out the new words one at a time. Each time you rub a word English, point the Vietnamese trnslation and ask them to repeat chorally the English equivalent. When the English words are rubbed out go through the Vietnamese list and get students to call out the English equivalent. Have Ss to rewrite the English words on the board. II. Brainstorming:	

Let students think of the name of the celebrations all over the world they've known.



Give feedback: Ask questiond about these days

- What day is Passover ? Lunar New Year?
- What do they do on that day?

I / Matching:

- Have Ss look at the icons on page 65 and match them with the suitable name of the celebration.

* Answer key:

- 1) Eater.
- 2) Wedding
- 3) birthday
- 4) Chirstmas
- 5) Mid – Fall Festival
- 6) Lunar New year.

II/ Grids:

- Have students read silently and listen to the cassette at the same time.
- Have them work in pairs to complete the word map on page 66.

*Answer key:

Celebration	When	Activities	Food	Country
Tet (Lunar New Year)	In late January or early February	Cleaning and decorating homes, wearing new clothes	Sticky rice cake	Vietnam

		and enjoyi- ng special food			
Passov -er	In late march or early April	Eating special meal	Specil meal called Seder	israel	
Easter	Aroun -d the same time as Passov -er	Watch -ing colorf- ul parade -s	Choco -late, sugar, eggs	In many count- ries	
- Give feedback. - Get three students to look at the grids and introduce the celebrations.Tet.... Passover..... Easter to the whole class. *Student 1: “Tet is the most important celebration in Vietna.It is in late. January or early February.On this occasion, people clean and decorate their homes, they wear new clothes and family member enjoy together special food such sa sticky rice cake.Everyone in Vietnam feels happy on Tet Holiday.” *Student 2: “Passover is the festival in Israel and all Jewish people celebrate it.Passover occurs in late March or early April.On the first or second nights of Passover, Jewish families eat a special meal called the Seder.Passover celebrates freedom from slavery.” “Easter is celebrated in many countries.It happens in late March or early April.On Easter Day, people crowd the streets to watch colorful parades.They give children chocolates and sugar eggs if they are					

	good.” - Ask student to write about one celebration that they like best.	
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Period 52 / Week 26
UNIT: 8

CELEBRATIONS

Lesson 2 SECTION: - SPEAK

I/Objectives: By the end of the lesson, students will be able to know more about the popular celebrations in the world. (Reading a text about some celebrations in the world for details

-**Vocabulary:** - active: (adj) activist: (v), nominate : (v), nomination: (n), charity (n) effective (n) well-done

- **Grammar structure:** - Adverb clauses of concession .

- Relative pronouns and relative clauses (defining)

- to give and response to compliments.

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 Check up:

2 Warm up : Revision of adjectives:

- Have students review adjectives
- Get students to make sentences

I have + a / an adjective + friend

* The first student has to use the adjective beginning with the letter A . The second student has to use the adjective beginning with the letter B. the third with C

* Ex:

S1: I have an active friend.

S2: I have beautiful friend.

S3: I have a clever friend.

S4: I have a dirty friend.

.....

Go on until the last student with the adjective beginning with the letter Y

3 NEW LESSON: SECTION : - SPEAK

Instruction	Content	
Presentation: T- whole class Translation Explanation: kindness in giving help to the poor.	I. Vocabulary: active: (adj) ['æktiv] tích cực, hoạt động; nhanh nhẹn, linh lợi activist: (v): ['æktivɪst] nhà hoạt động xã hội, nhà hoạt động chính trị nominate : (v) ['nɒmineɪt] chọn nomination: (n) [,nɒmi'neɪʃn] sự chỉ định, bổ nhiệm hoặc được chỉ định, bổ nhiệm charity (n) ['tʃærɪti] lòng nhân hậu, hội từ thiện effective (adj) (n) [ɪ'fektɪv] có hiệu quả; có hiệu lực, (n): người đủ sức khỏe, tiền kim loại	

Write the words on the board, put one word in each circle.

Have students repeat the words in chorus the rub out word but leave the circle.

Go on until the circle are empty.

Get students to rewrite the words in their correct circle.

Practice:

Further practice:

Have students work in pair then closed pairs.

Ask students to work in pair , to read the situation on page 66, 67 then give and respond to compliments.

c) Tuan is an active student, he has taken part in different charity activities in his town. Tuan has been the most nominated as the most effective activist in the town charity program.

well-done : (adj): ['wel'dʌn] được nấu kỹ

checking vocabulary: What and Where.

Active

activist

nominate

well-done

(Nomination)

(charity

effective

II. Model sentences:

Set the scene: Trang has just won the first prize in the English speaking contest. What does Mai say to pay Trang a compliment? And what does Trang respond ?

Mai: Well done, Trang.

Trang : Thanks

- Ask students how to give and respond to compliment.

*** Give a compliment:**

- Well done.

- That's a great....

- That's an excellent ...

- Congratulations on

- Let me congratulate you on

*** Respond to a compliment:**

- Thanks / thanks a lot.

- It's very nice / kind of you to say so.

- That's very kind of you.

* Word cue drill:

a) Well done / thanks.

b) Congratulation / thank a lot.

c) Let / congratulate / on passing the exam / kind.

d) Great report / nice of you.

- Have students practice giving and responding the compliments.

Answer keys:

b) On her mother's birthday, Huyen made a big beautiful cake to celebrate.

* Mother: Well done, Huyen.

* Huyen: Thanks, Mom

c) Tuan and Friend.

* Friend: Congratulations on your nomination, Tuan.

* Tuan: It's very nice of you to say so.

Production: - Divide the class into 4 teams: A, B, C, and D - Have students work in groups to think of situations which they can give compliments. - Give good marks for the teams which give good situations and make up suitable dialogues Homework:	d) You and Hoa * You : That's an excellent drawing, Hoa * Hoa: That's very kind of you to say so. - Divide the class into 4 teams: A, B, C, and D. - Ask team A to give the situation, team B, C, D to make up the dialogues. Suggested answer: a) Situation 1: Tam has just passed the graduation examination. Friends: Congratulations! Tam: Thanks a lot. b) Situation 2: Hoa made an excellent report, on saving energy. Teacher: That's an excellent report, Hoa. Hoa: It's very kind of you to say so. c) Situation 3: Lan got high mark of Maths . You: Well done. Lan: It's very nice of you to say so. d) Situation 4: Ba has just won the school swimming championship. Friends: Congratulations on your great efforts, Ba. Ba: Thank you very much. Ask students to write some situations with the compliments, the response to the compliments into their notebooks	
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Period 53/ Week 27

UNIT: 8 CELEBRATIONS

Lesson 3 SECTION: - READ

I/Objectives: By the end of the lesson, students will be able to know more about opinions, feelings, and memories of children about their father on the Father's Day in USA and in Australia.

- ***Vocabulary:*** - hug: (n) considerate: (adj), generous : (adj), priority: (n), sense of humor (n) distinguish (v) terrific (adj).

- ***Grammar structure:*** - Adverb clauses of concession .

- Relative pronouns and relative clauses (defining)

- to give and response to compliments.

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,

- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 Check up:

2 Warm up : Pelmanism :

- prepare twelve cards with numbers on one side and the dates (6 cards) the celebrations (6 cards) on the other side.

* Make sure the celebrations and the dates are mixed up. Stick the cards on the board so students can only see the numbers .

* Turn over 2 cards at a time and see if they match

* Ex: Independence Day - 2/9

- Give them one mark. If not, turn the cards over again and ask the next team to choose .

- Continue until all the cards are finished

* Card 1: Women's Day.

* Card 8: May Day

* Card 2: Teacher's Day.

* Card 9: 2/ 9 (September 2)

* Card 3: Vietnamese Independence Day.

* Card 10: Christmas Day

* Card 4: 8 / 3

* Card 11: December 25

* Card 5: 20 /11 (November 10)

* Card 12: May

* Card 6: Children's Day

* Card 7: June

3 NEW LESSON: SECTION : - READ

Instruction	Content	
Pre reading : Mine Translation: How do you say	Pre teach vocabulary: hug: (n) [hʌg] cái ôm chặt, ôm hôn considerate: (adj) [kən'sidərit] thận trọng, chu đáo, ý tứ	

Post reading.	- His sense of humor. d) What image of a father can you draw from the three passages ? - The best person in the world, a teacher, a care taker , a friend ... * Writing: Have students write their feelings, opinions, and memories about their fathers. Three passages are samples. They should write individually and then share with their partners.	
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Period 54 / Week 27

UNIT: 8

CELEBRATIONS

Lesson 4 SECTION: - WRITE

I/Objectives: By the end of the lesson, students will be able to write a letter to a friend / pen pal to share their ideas

- **Vocabulary:** - enhance: (v) have a day off : , support : (v), nationwide:
- **Grammar structure:** - Adverb clauses of concession .
- Relative pronouns and relative clauses (defining)
- to give and response to compliments.

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 Check up:

2 Warm up : Word square :

- Divide the class into two teams
- Have students to go the board and circle the words they find
- The team which circles more words will the win game

→ : Celebrate, tradition, flowers, hot,
summer

← Card

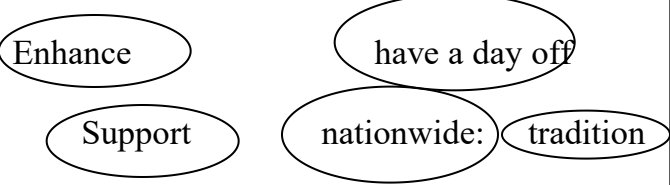
└→ Special food

↑ Gift

↓ memory

C	E	L	E	B	R	A	T	E	M
S	I	F	L	O	W	E	R	S	E
P	K	P	O	P	R	S	T	U	M
E	O	N	M	O	Y	W	W	V	O
C	I	A	L	F	O	O	D	Z	R
T	R	A	D	I	T	I	O	N	Y
F	I	A	O	D	C	B	A	N	M
I	G	I	L	M	N	D	R	A	C
G	H	K	R	Q	O	P	S	Y	W
H	O	T	S	U	M	M	E	R	T

3 NEW LESSON: SECTION : - WRITE

Instruction	Content	
Pre writing: Explanation: add to the value, size, beauty of .. Translation Synonym: help, give strenght to T- whole class Have students repeat the words chorally, then rub out word by word but leave the circle. Go on until all the words are rubbed out. Have students write individually to a friend to tell him / her about why they want to celebrate Mother's day or Father's Day in Vietnam	I. Vocabulary: enhance: (v)[in'hɑ:ns] nâng cao, đề cao, làm nổi bật have a day off : nghỉ một ngày support : (v) [sə'pɔ:t] ủng hộ; cổ vũ,(n) sự ủng hộ nationwide (adv) ['neiʃnwaɪd] khắp cả nước; toàn quốc Checking vocabulary : What and Where  - Point to each circle and ask students to repeat in chorus the English words - Have students go to the board and write the words again in the correct circles. II. Ordering: - Ask students to keep their books closed, show the outline on the board. - Get students to put the parts in the correct order. (1) Give details about: * When to celebrate, in what season, or what month (why?) * How to celebrate : having parties sending cards ... * What special gift to give * What special food to offer. (2) State whether or not you think your idea will be supported and you hope the day will be celebrate nationwide.. (3) Tell your friend the reason for celebrating this day. • answer keys: - Paragraph 1: (3) - Paragraph 2: (1) - Paragraph 3: (2)	

and how to celebrate it. The outline on page 70 will help students to write easily.	Suggested ideas:.	
Individually	In my opinion, it is essential to have a day to celebrate for our parents. On these occasions, children will have a special day to express their parents. We have an opportunity to enhance family traditions. Members of families can have a chance to get together, to know one another and to help one another .	
Pair work	I think first Sunday of April is suitable. Sunday is a day off so everybody is free from work or study. April is late Spring or early summer, and the weather is generally fine at this time of the year, many activities can happen outdoors. It is not necessary to have parties but it's a good idea to have lunch or dinner with all members of the family. Children should give their parents flowers, send them cards, or bring them special cake. Moreover, children should serve their parents the food that they like best. I believe the idea will be supported and the day will be celebrated nationwide because everybody loves their parents and want their parents to be happy.	
Homework:	- Have students share their writing with their partners and correct their partner's mistakes. - Ask some students to read aloud their writing before class. - Get students to give their opinions - Correct mistakes - Have students write on their notebook.	

Period 55 / Week 28

UNIT: 8

CELEBRATIONS

Lesson 6

SECTION:

- LANGUAGE FOCUS

I/Objectives: By the end of the lesson, students will be able to use relative clauses .

- ***Vocabulary:*** - compose: (v) culture : , occur : (v), satisfy (v) : violet (n); jumper (n) lap (n)

- ***Grammar structure:*** - Adverb clauses of concession .

- Relative pronouns and relative clauses (defining)

- to give and response to compliments.

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,

- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 Check up:

2 Warm up : Jumbled words :

- Write the words whose letters are in a random order on the board (or on the poster

- Divide the class into teams students from 2 teams go to the board and write correct words

- The team which write more correct words first will win the game

1. tlaouhgh ⇒ although ; 2. lofk ⇒ folk ; 3. ubclpi ⇒ public

4. ppaenh ⇒ happen ; 5. stieavfl ⇒ festival

3 NEW LESSON: SECTION : - LANGUAGE FOCUS

Instruction	Content
Presentation: Call 2 students to stand at an equal distance from the board. Show a picture of 2 girls - Lan , Mai they are sitting in a room with some books on the table.	I. Pre teach vocabulary: compose: (v) [kəm'pouz] sáng tác culture (n) : ['kʌltʃə] sự giáo dục, sự giáo hoá occur : (v): [ə'kɜ:(r)] xảy ra, xuất hiện, tìm thấy satisfy (v) : ['sætɪsfaɪ] làm hài lòng; thoả mãn violet (n): ['vaɪələt] tím; có màu tía phớt xanh của hoa tím đại jumper (n) : ['dʒʌmpə] áo ngoài mặc chui đầu (của phụ nữ), áo va rơi (của thủy thủ) lap (n) [læp] vạt áo, vạt váy, dải tai, đùi Checking vocabulary: Salp the board Compose  culture  occur  satisfy  violet  jumper  lap  II. Presentation: Have students look at the picture and complete the dialogue. A - Who is Lan? B - She is the girl(1)..... is wearing a(2).....shirt. A - What books are those? B - They' re novels(3).... are(4).... by a famous(5)..... . * Answer key: (1) who ; (2) blue ; (3) which ; (4) Written . (5) writer * From and use: Relative Pronouns who , which; Who - Which : replace the pronoun. Who is used fore people, which is used for things. - Have students work in pairs to do Language Focus 1 exercise they have to join the sentences, using relative clauses. * Answer keys: a. Auld lang Syneis a song. Auld Lang Syne is sung on New Year's Eve. - Auld Lanf Syne is a song which is sung on

Have students work in pairs and them read aloud each sentence before class. Prodution:	New Year's Eve. b. This watch is a gift. The watch was given to me by my aunt on my 14th birthday. - This watch is gift which was given to me by my aunt on my birthday. c. My friend Tom can compose songs. Tom sings Western folk songs very well. - My friend Tom, who sings Western folk songs very well, can compose songs. d. We often go to the town cultural house. The town cultural house always opens on public holidays. - We often go to the town cultural house which always opens on public holidays. e. I like reading books. Books tell about different peoples and their cultutre. - I like reading book which tell about different peoples and their cultures. f. On my mum's birthday my Dad gave her roses. The roses were very sweet and beautiful. - On my Mum's birthday my Dad gave her roses which were very sweet and beautiful. g. Judy liked the full - full - moon festival very much. The festival happened in mid - fall. - Judy liked the full - moon festival which happened in mid - fall very much. h. Tomorrow I will go to the airport to meet my friends. My friends come to stay with us during Chirstmas. - Tomorrow I will go to the airport to meet my friends my friends who come to stay with us during Chirstmas. * Have students look at the pictures on page 71 to describe each of the people in the pictures, using Relative Clauses. * Answer keys: a. Mon is a woman who is sitting in an armchiar / receiving a gift from the little girl. b. Dad is the man who is standing behind my sister. c. Linda is the little girl who is wearing a pink	
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Homework:	dress / giving a gift to Mom. d. Grandmother is the woman who is wearing a violet blouse / giving a gift to the baby. e. Uncle John is the man who is wearing a pink jumper. f. Jack is the little boy who is sitting on his mother's lap. Homework: - Have students write sentences to describe the people in the two pictures on page 71 in their notebooks. ./	
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Period 56 / Week 28

UNIT: 9

NATURAL DISASTERS

Lesson 1

SECTION:

- LISTEN AND READ

I/Objectives: By the end of the lesson, students will be able to get the information about weather from the weather forecast

- **Vocabulary:** - turn up: (v) turn on : , expect : (v), thunderstorm (n) : Delta (n); just in case (n) trust (v)

- **Grammar structure:** - Adverb clauses of concession .
- Relative pronouns and relative clauses (defining)
- to give and response to compliments.

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

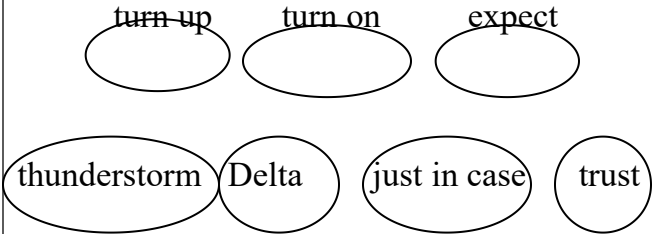
VI/Procedures:

1 Check up:

2 Warm up : Chatting :

- Ask students some questions about weather.
- What is the weather like today?
- Do you like hot / cold water?
- have you ever listened to the weather forecast on the radio or on the TV?
- Do you think weather forecast is useful for us? How is it useful ?

3 NEW LESSON: SECTION : - LANGUAGE FOCUS

Instruction	Content	
Pre - reading Mine Translation Picture Visual Translation Checking: What and Where T whole class.	Pre- teach vocabulary: turn up: (v) ['tə:n,ʌp] hểch (mũi) có thể kéo lên, điều chỉnh to lên (âm thanh) turn off : ['tə:n,ɔf] con đường rẽ ra từ con đường chính expect : (v) [iks'pekt] mong chờ; trông mong; trông đợi thunderstorm (n) : ['θʌndəstɔ:m] bão có sấm sét và thường mưa to Delta (n): ['deltə] vùng châu thổ just in case (n): phòng khi, lỡ khi trust (v) : [trʌst] sự tín nhiệm, lòng tin, sự tin cậy Checking: What and Where  Have students repeat the words chorally the rub out word but leave the circles. Remember to let students repeat before and after rubbing out each word II / Pre - Questions: Set the scene: Thuy is talking to her grandmother while they both are watching TV Give students one question and ask them to guess the answers. a. What are they watching? Give feedback: * Answer keys: a. They are watching the weather forecast on TV. I. Gap filling: Have students read the dialogues silently and do exercise 2b on page 75. Get them to share their answers with their partners Give feedback:	
Pair work Individual work Pair work		
While reading		
Pair work		

Homework:	* Will have temperature betweenand * Will experience temperature betweenand * Ho Chi Minh' temperature will be between ... and * Can expect clouds / thunderstorms. Ask students to look at the map and play the role of the weatherman to present the weather forecast, based on the information given. - Call on some students to present before the class. - Have students work in pair - one student speaks , the other listens. - Ask students to write a weather forecast, the dialogue will help them. Students can change the information, the places	
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Period 57 / Week 29

UNIT: 9

NATURAL DISASTERS

Lesson 2

SECTION:

- SPEAK

- LISTEN.

I/Objectives: By the end of the lesson, students will be able to talk about what they want to buy and do to prepare for a typhoon.

- ***Vocabulary:*** - bucket: (n) leak (n): , tie : (v), latch (n) : ladder (n) blanket (n) available (adj); damage (v)

- ***Grammar structure:*** - Adverb clauses of concession .

- Relative pronouns and relative clauses (defining)

- to give and response to compliments.

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,

- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

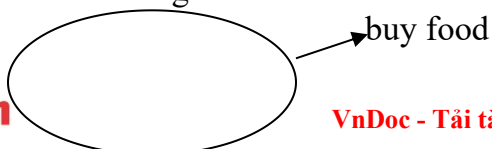
VI/Procedures:

1 Check up:

2 Warm up : Brainstorming :

- Have students think about what they do to prepare for a typhoon.

- Have students to go to the board and write down



preparation for a
typhoon → store water

3 NEW LESSON: SECTION : - LANGUAGE FOCUS

Instruction	Content
Presentation: T- whole class Visual. Mine Picture Translation Synonym: of hurt or spoil Call on two students or teams of 4/5 students to the front of the class. Call out the english words and two students run forward to slaps the board	I / Pre - teach vocabulary: Bucket (n) ['bʌkɪt] thùng, xô (để múc nước) leak (n) [li:k] lỗ thùng, lỗ rò, khe hở, chỗ dột (trên mái nhà) tie : (v) [tai] đoạn dây thừng, dây buộc, dây cột latch (n) [lætʃ] chốt cửa, then cửa ladder (n) ['lædə] thang blanket (n) ['blæŋkɪt] mền, chăn blank (adj) [blæŋk] trống trụi, trống không available (adj) [ə'veɪləbl] sẵn có để dùng, sẵn sàng để dùng damage (n) ['dæmɪdʒ] ; sự hư hại damage = endamage (v) [ɪn'dæmɪdʒ] làm hư hại, làm hỏng, gây thiệt hại, gây tổn hại (of hurt or spoil) * Checking Vocabulary: Slap the board. Write the Vietnamese translation all over the board. Phá hỏng cột, trói cái thang Cái chốt cửa có sẵn chỗ thủng Cái mền cái xô Vietnamese words on the board The students slapping the correct word first gets one mark. II Revision: Form: Must May + infinitive * Use: in deduction or prediction * Practice: the water pipe may be damaged what happens if there

Have students do exercise 3a on page 76. the students have to check (✓) what preparations they think should be done for typhoon.

- Divide the students into two group of four.

There be must strong wind blowing

- There may be a power cut.
- There must be heavy rain.
- Big tree may be fall down.
- The market may be closed.
- There may be a flood.

- ✓ Buying some canned food.
- Painting the house.
- Buying a dog.
- ✓ Buying candles.
- ✓ Buying matches.
- Hiring some video movies.
- ✓ Filling a buckets with water.
- ✓ Buying a ladder.
- Washing your blankets.
- ✓ Fixing the leak in the roof.
- ✓ Tying the roof the ground with pegs and ropes.
- Inviting some friends over for dinner.
- ✓ Checking all the window and door latches.
- Elicit some questions and get students to ask and answer in pairs.
- a. Why do we need to buy food?
(Because the market will be closed and food will be available).
- b. What food we need to buy?
(Rice, oil, canned food, soy sauce, flour...)
- c. Why do we need to buy candles?
(Because there may be power cut)
- d. Why do we need to fill all buckets with water?
(Because water pipes may be damaged and we'll not have enough water to use right after the typhoon).
- e. Why do we need to buy a ladder?
(Because the roof may be damaged by the typhoon, and we have to fix it).
- f. Why do we need to check all window and

- Have studentstalk about what they think they want to buy and do to prepare for a typhoon; explain why. They can use the questions and the answer above. Besides, the ideas in the bubbles on page 77 can help students talk easily. Homework:	ddor latches? (Just in case the strong wind pushed the doors open). - Ask students to use the expression on page 77 when talking to one another. * I think... * I think you should... * Yes, I think so. * What for? - Divide the students into two group of four. - Go around and help students. Encourage students to show their own ideas. - Write something about what they have to do to prepare for a typhoon.	
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Period 58 / Week 29

UNIT: 9

NATURAL DISASTERS

Lesson 3

SECTION:

- LISTEN

- LANGUAGE FOCUS.

I/Objectives: By the end of the lesson, students will be able to get some ideal on how to live wuth earthquakes by listening and further practice on Relative pronouns: who - which - that.

-**Vocabulary:** - block: (v) roller (n): , strike - struck - struck : (v), snout (n) : hurricane (n) cyclone (n) eruption (n)

- **Grammar structure:** - Adverb clauses of concession .

- Relative pronouns and relative clauses (defining)

- to give and response to compliments.

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 Check up:

2 Warm up : chatting :

- ask students some questions about earthquakes.
- * Have you ever heard of an earthquake?
- * What happens if there is an earthquake?
- * In which country do earthquakes occur frequently?
- * What would you do if there was an earthquake?

3 NEW LESSON: SECTION : - LANGUAGE FOCUS

Instruction	Content	
Pre listening: definition :[,defi'niʃn] sự định nghĩa, lời định nghĩa Synonym. ['sinənim] cùng nghĩa While listening: Have students listen to the tape twice and check their prediction.	<u>Pre- teach vocabulary:</u> Block (n) [blɒk] khối, tảng, súc./ block:(v) làm trở ngại, ngăn chặn roller (n) ['roulə] trục lăn, con lăn; xe lăn đường strike - struck - struck : (v) [straik] đánh, đập (stricken) snout (n) [snaut] mũi, mõm; đầu vòi hurricane (n) ['hʌrikən] bão (gió cấp 8) cyclone (n) ['saikloun] lốc, gió xoáy eruption (n) [i'ɾʌpʃn] sự phun (núi lửa) sự nổ ra; sự phọt ra Checking vocabulary: Slap the board * Suggested phrases: [sə'dʒest] đề nghị; đề xuất; gợi ý [freiz] nhóm từ, cụm từ; thành ngữ 1. Make movement difficult or impossible (block) 2. Typhoon in North and South America (hurricane) 3. Typhoon in Australia (cyclone) 4. The synonym of "hit" (strike) 5. The nose or jaws of an animal. (snout) 6. An outbreak or bursting forth (eruption) <u>II Prediction:</u> * Set the scene: An expert is giving a talk on how to live with earthquakes. - Have students look at the box on page 77 and guess the words in the blanks from (1) to (9). Give feedback. * Answer keys: (1) bottom sheft of the booksheft. (2) fridge. (3) washing machine. (4) mirrors. (5) a window.	

Presentation: Divide the class into two teams. Call out the questions and students have answer as quickly as possible. The team having the right answers gets good marks. The team which has more marks wins the game. Vocabulary: Close-set: ['klous'set]: sát, gần nhau Explorer: [iks'plɔ:rə] người thám dò, người thám hiểm Discover (v): [dis'kʌvə] khám phá ra, tìm ra, phát hiện ra, nhận ra Closet: ['klozɪt] (n) buồng riêng (adj) bí mật swallow ['swələu] (n) sự nuốt (v) nuốt (thức ăn) pair work: Homework: - Have Ss work in closed pairs to ask and answer the questions. - Ask Ss to combine each pair of sentences into one. They have to write in their notebooks.	(6) inside (7) under a strong table. (8) doorway. (9) corner of a room. * Tape transcript: (on the teacher's book) I. Quiz: Questions: 1. Which country won the 1998 Tiger Cup? (Singapore). 2. Which animal has 1 or 2 horns on its snout? (horn): [hɔ:n] sừng (trâu bò...) (rhinoceros). [rai'nɒsərəs] con tê giác 3. Which explorer discovered America? (Christopher Columbus). 4. Which planet is closest to the earth? (Venus). ['vi:nəs] thần vệ nữ 5. Which animal was chosen to be logo of games 2003? (Buffalo) 6. Which ASEAN country is divided into two region by the sea? (Malaysia) 7. Which food can you chew but can't swallow? (chewing gum) 8. Which thing can you swallow but can't chew? (water) Ex: a. Do you know the people? They live in the White house. b. The pill made me sleepy. I took it twice a day. c. The magazine is very interesting. You gave it to me yesterday. d. The building is the oldest in our city. It was built over 100 years ago.	
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Period 59 / Week 30

UNIT: 9

NATURAL DISASTERS

Lesson 4

SECTION:

- BEFORE YOU READ

- READ .

I/Objectives: By the end of the lesson, students will be able to get some more information about the natural disasters in the world.

- ***Vocabulary:*** - tidal wave: (n) abrupt (adj): , funnel - shaped : (adj), shift (n) : warn (v) suck up (v) tornado (n) majority : (n)

- ***Grammar structure:*** - Adverb clauses of concession .

- Relative pronouns and relative clauses (defining)

- to give and response to compliments.

III/Teaching methods and techniques:

- Matching and chatting, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 Check up:

2 Warm up : Matching and chatting :

- Show four pictures on page 74 and ask students to match them with four words : snowstorm, earthquake, volcano, typhoon.

* Answers keys:

a/ snowstorm - picture 1

b/ earthquake - picture. 2

c/ volcano - picture 3

d/ typhoon - picture 4

3 NEW LESSON: SECTION : - READ

Instruction	Content	
Pre- reading:	I/ Pre - teach vocabulary:	
T- whole class	tidal wave: (n) ['taɪdl'weɪv] sóng cồn; sóng triều abrupt (adj): [ə'brʌpt] bất ngờ, đột ngột; vội vã funnel - shaped : (adj) ['fʌnl] [ʃeɪpt] có hình dáng cái phễu shift (n) : [ʃɪft] sự thay đổi warn (v) [wɔːn] báo, cảnh báo suck up (v) ['sʌkʌp] (từ lỏng) đưa hay nịnh sức hút, hút lên tornado (n) [tɔː'neɪdɔʊ] bão táp, cơn lốc xoáy majority : (n) [mə'dʒɔːrɪti] phần lớn, phần đông, đa số	
Pair work	Checking vocabulary: Rub out and remember. II/ True - false statements Prediction: * Set The Scene: There are 6 statements about the information of some natural of disasters. All of you have to read them and guess whether they are true or false. 1. Most of the earthquakes in the world occur in the Ring of Fire. 2. The earthquake in Kobe in 1995 caused severe damage. 3. A huge tidal wave traveled from California to Alaska and hit Anchorage in the 1960s. 4. Typhoon, hurricane and tropical storm are different words for the same natural disasters.	
Hang the poster of T/F statements on the board. Get students to work in pairs to guess which statements are true and which are false.		

Go on until the four groups ask their questions, Homework: Individual work.	earth? - Tidal waves will happen. 3. What does "typhoon" mean? - It means "big wind" 4. Can we predict a volcano? - Yes. The scientist can warn us about the eruption. * Have students write the exercise 5b into their notebooks, using their ideas.	
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Lesson 5 **SECTION:** **- BEFORE YOU READ**
- READ .

I/Objectives: By the end of the lesson, students will be able to the a story about typhoon.

- **Vocabulary:** - behave: (v) shelter (n): , all of sudden : (IDM), scared (n) : perfect (v)

- **Grammar structure:** - Adverb clauses of concession .
- Relative pronouns and relative clauses (defining)
- to give and response to compliments.

III/Teaching methods and techniques:

- Matching and chatting, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, jumble work, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 Check up:

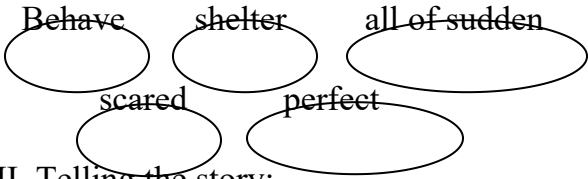
2 Warm up : Jumble words :

- Write words whose letters are in a random order on the board.
- Divide the class into two teams students from two teams go to the board and write the correct words.
- The teams which writes more correct words first win the game.

*** Answers keys**

wsonsmrst = snowstorm ; tearquahke = earthquake; locano = volcano,
 otnophy = typhoon; damotro = tonardo; armst = storm

3 NEW LESSON: SECTION : - WRITE

Instruction	Content	
Pre - writing: T-whole class	I. Pre- teach vocabulary: behave: (v) [bi'heiv] ăn ở, đối xử, cư xử shelter (n): ['ʃeltə] chỗ che chở, chỗ ẩn náu all of sudden : (IDM) ['sʌdn] bất thành lình; một cách bất ngờ scared (adj) : ['skeəd] bị hoảng sợ perfect (adj) ['pə:fɪkt] hoàn toàn, đầy đủ Checking vocabulary: What and Where.  II. Telling the story: - Show six pictures on the board. - Set the scene: <i>This is Lan's family, they are</i>	

While - writing: Ask some students to look at the pictures and retell the story. Have students write a story individually. The cues in the box on page 79 will help students to write easily. Ask students to use past tense. Go around and help students to write.	<i>at home.</i> Ask some questions to elicit the story . 1. Picture 1: - Who is this ? It's Lan. - Where is she ? She's outside / in the garden - What is she doing? She's playing with her dog, Skippy. => Lan is outside playing with her dog. 2. Picture 2: - How is the dog? It looks strange. Perhaps it is scared. => All of a sudden, the dog behaves strangely. 3. Picture 3: - What's on TV? The weather forecast. - What does Lan's mother say? She tells Lan that they has just heard on TV that there is a typhoon coming. => Lan ran home and her mother tells her that there is a typhoon coming. 4. Picture 4: - What are they doing? They are gathering and talking about the coming typhoon. => Mrs. Quyen gathers her family and asks them to find shelter in the house. 5. Picture 5: - What is the weather like now? It's very dark. It has strong wind and they heavy rain. => Suddenly, it becomes dark. The sstorm comes with strong win and heavy rain. 6. Picture 6: - What is the weather like now? It's fine. - How are they now? Thay are happy. => The storm finishes soon and everyone is glad. * Sample: It was a beautiful day. The sun was shiny, the sky was blue and the weather was perfect. Lan was outside playing with her dog, skippy. All of wall sudden, the dog began behaving strangely. She was doing. Lan's mother, Mrs. Quyen told Lan that she heard on TV that there was a typhoon coming. Mrs. Quyen	
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Neil Armstrong

Japan

Australia

The USA

Ky Cung

California

3 NEW LESSON: SECTION : - LANGUAGE FOCUS

Instruction	Content	
Presentation: T- whole class Checking vocabulary: Rub out and remember. Ask students to underline the Relative clause in each sentence, the add commas to separate the non defining Relative clause from the rest of sentence. - Get students to work in pair,	I/ Pre- teach vocabulary: sweep (v) swept - swept : [swi:p] quét, cuốn đi, tràn qua destroy (v) [di'strɔɪ] phá huỷ, tàn phá, extensive (adj) [iks'tensiv] rộng về diện tích; kéo dài ra xa = wide, large border (v) ['bɔ:də] đường phân chia hai vùng checking vocabulary: II/ Defining and non defining Relative clause: Give students two pair of sentences and ask them to use relative pronoun who or which to combine them. - the novel has been lost. You gave me on my birthday. ⇒ The novel which you gave me the novel on my birthday has been lost. - Vietnam exports rice. Vietnam is in the Southeast Asia. ⇒ Vietnam, which is in the Southeast Asia exports rice. -Help students distinguish between defining and non- defining Relative clause. -Defining Relative clause identify nouns, these clause tell us which person or thing the speaker means. -Non – defining Relative clause give more information about a person or thing already identified. When we write these clauses, we put commas at the beginning of the clause (and often at the end of the clause). *We can not use “that” in a non- defining Relative clause. * In a non- defining Relative clause we cannot leave out who or which. <u>Recognizing non- defining Relative clauses:</u> -Have students to do the exercise in language Focus 3 on page 82. Answer keys:	

then ask some students to write the sentences on the board. - Ask students to match each of the sentences in column A with a related sentence in column B, then use a suitable relative pronoun to join them . - Get SS to work individually then share with their partners.	a. Kangaroo, which come from Autralia, have long tails. b. Ba, who lives in Trang Tien Street, likes playing the guitar. c. The novel that you gave me on my birthday has been lost. d. Neil Armstrong, who first walked on the moon, live in the USA. e. The chiar that I bought yesterday is broken (<i>defining Relative clause</i>). f. Mrs Lien, who sings very well, is my English teacher. IV. Matching. - Have student do the exercise in Language focus 2 on page 81 – 82. * Answer keys: 1 – e: Andrew is flying to Sacramento, which is the capital city of California. 2 – g: It snowed in LangSon, which is on the Ky cung river, in the winter of 2002. 3 – f: Pompei, which is an ancient city of Italy, was completely destroyed in AD 79 by an eruption of Mount Vesuvius. 4 – a: Hurricane Andrew, which swept through southern Florida in August 1992, killed 41 people and made more than 200,000 homeless. 5 – c: The cyclone of November 1970 in Bangladesh, which is bordered by the Bay of Bangal on the south, was one of the worst natural disasters of the 20th century. 6 – d: The most disastrous earthquake in Japanese history, which occurred in 1923, damaged Tokyo and Yokohama and killed about 150.000 people. 7 – b: The october 1989 Loma Pieta earthquake, which measured 7.1 on the Richter scale, caused extensive damage to older buildings in San Francisco Bay area. * Writing: - Have SS rewrite the sentences in Language Focus 3 exercise on page 82. - Ask SS to replace each underlined clause	
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	with their own clause. - Let SS use facts or their imagination. Ex: a) Viet nam, which is a small country, exports rice. b) Kangaroos, which are called “Chuoc tui” in Vietnamese , have long tails. c) Ba, who is my best friend, likes playing the guitar. d) (defining). e) Neil Armstrong, who is a famous astronaut, lived in USA. f) (defining). g) Miss Lien, who teaches ue English, is a beautiful woman. Homework: Have students write some more (about 5 sentences with non- defining relative clauses.	
Full name:	THE ENGLISH TEST N^o4	Score:
Class: 9....	Grade: 9; Time: 45 minutes	

Task:1. Which underlined part is pronounced differenttly from other? : (2,5ms)

- | | | | |
|----------------|------------|--------------|-------------|
| 1. A. collapse | B. compose | C. purpose | D. blankets |
| 2. A. carriage | B. cottage | C. cage | D. damage |
| 3. A. erupt | B. error | C. extensive | D. erase |
| 4. A. groom | B. funny | C. nuclear | D. lunar |
| 5. A. typhoon | B. soon | C. pool | D. foot |

Task: 2. Sentence tranformation: (2ms)

1. They should finish their work soon.
☞ Their work
2. I don't call Nam because I don't have his number.
☞ If
3. “What are you doing, Mai?” Tam asked.
☞ Tam asked
4. Lan is ill but she goes to school.
☞ Although

Task: 3. Rearrange these words in their corrects: (2ms)

1. wish / were / not / absent / party / from / the / I / she.
☞
2. HCM City / Sunday / arrive / in / we / morning / on .
☞
3. told / us / by / learn / heart / all / new / words / the / teacher / to.
☞

4. a / cake / beautiful / mother's birthday / her / on / Mai / made / celebrate / to.

.....

Task: 4. Give the correct form of the verbs in brackets: (2ms)

1. There (be) a big meeting here next week.
2. you always (write) with your left hand ?
3. My father (not drink) any wine at the farewell goodbye at the party last night.
4. He (graduate) from University in 2007.
5. Hoang prefers (stay) at home to going out.
6. I (live) with my parents until I went to Malaysia.

Task: 5 Definition: Match the word in column A with column B. (1,5ms)

1. volcano (n)	a. a rain with heavy wind and lightning
2. thunderstorm (n)	b. Jewish festival
3. Passover (n)	c. a mountain with hot liquid rock
4. extensive (adj)	d. the amount of heat in place or in the body.
5. temperature (n)	e. covering a large area
6. congratulate (v)	f. to praise someone

Key: 1+.....; 2 +.....; 3 +; 4 +; 5 +; 6 +

Period 63 / Week 33

Correct the test:

Period 64 / WEEK: 33

Date: 20th April 2008

UNIT: 10

LIFE ON OTHER PLANETS:

Lesson 1

SECTION:

- GETTING STARTED

- LISTEN AND READ

I/Objectives: By the end of the lesson, students will be able to know more about UFOs (Reading a text about UFOs for details to complete the notes

-**Vocabulary:** - spacecraft: (n) meteor: (n), evidence : (n), alien: (n), capture (v)
device (n) claim (v)

- **Grammar structure:**

- Modal verbs : May, might .

- Conditinal sentences : Type 1 and type 2

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,

- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 Check up:

2 Warm up : Guessing words::

Have Ss guess three words

Give Ss the number of the letters of each word and give the definitions so that Ss can guess the words

* 1: - - - - - .

This word has 12 letters. It is the opposite of identified

* 2:

This word has 6 letters. It means moving through the air as a bird does.

* 3:

This word has 7 letters . It is in from. It means a thing that can be seen or touched.

* Answer keys:

1) Unidentified

2) Flying.

3) Objects

} => UFOs : (vật thể bay không xác định)

**3 NEW LESSON: SECTION : - GETTING STARTED
- LISTEN AND READ**

Instruction	Content	
Pre – Reading: T- whole class	* Chatting: Show the pictures on page 83 to the students and ask them some questions about UFOs. - What can you see in the pictures? - What do we call them in Vietnamese? - Do you know another word for UFOs? (Flying Saucer). - Do you think they really exist ? - Have you ever seen any film on UFOs? - Do you want to see a UFO? What do you want to know about UFOs? - If you saw a UFOs, what would you do? <u>I. Pre teach vocabulary:</u> spacecraft: (n) ['speɪs'krɑ:ft] con tàu vũ trụ meteor: (n) ['mi:tjə:] = falling star ['fɔ:lɪŋ'stɑ:] sao băng evidence : (n) ['eɪdəns] bằng chứng alien: (n) ['eɪljən] người thuộc một thế giới khác capture (v) ['kæptʃə] bắt giữ, bắt device (n) [dɪ'vaɪs] thiết bị, dụng cụ, máy móc	

Homework:	- Get the leader to make a summary of the evidence of the existence of UFOs and then discuss with his / her friends. * Do you believe in Kenneth Arnold, or the woman who saw a UFO above her house? * Have you ever seen a picture of an alien ? Can you imagine what the aliens are like? Are they small or big? Are they intelligent ? (if yes) . Why do you think so ? Have students write the notes on page 84 in their notebook.	
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Period 65 / WEEK: 33

Date: 24th April 2009

UNIT: 10

LIFE ON OTHER PLANETS:

Lesson 2

SECTION:

- SPEAK

- LISTEN

I/Objectives: By the end of the lesson, students will be able to talk to one another about what they think there might be on Mars, on the moon and other planets, to practise speaking about Mars.

-Vocabulary: - microorganism: (n) gemstone: (n), sparkling : (adj), creature (n), trace (n) mineral (n) mars (n) Moon (n) Mercury (n) Earth

- Grammar structure:

- Modal verbs : May, might .

- Conditinal sentences : Type 1 and type 2

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 Check up:

2 Warm up : Word square :

Have Ss some questions about the solar system

Which planet is the nearest to the sun? M

S	E	A	R	T	H
M	U	M	E	R	C
U	R	N	S	A	U
S	S	R	U	B	R
A	A	R	V	C	Y
M	O	O	N	T	S

→	Earth
↘	Sun
↗	Mars
→	Moon
→	Mercury

3 NEW LESSON: SECTION :- SPEAK - LISTEN

Instruction	Content
I. Pre – teach vocabulary: Translation Realia Realia Translation Visual Example	I. Vocabulary: microorganism: (n) [ˌmaɪkrouˈɔːɡənɪzm] vi sinh vật gemstone: (n): [ˈdʒemstoun] đá quý (nhất là khi chưa cắt thành hình) sparkling : (adj): [ˈspɑːklɪŋ] lấp lánh, lóng lánh creature (n): [ˈkriːtʃə] sinh vật, loài vật trace (n): [treɪs] dấu, vết, vết tích, dấu hiệu mineral (n) [ˈmɪnərəl] khoáng vật; khoáng sản mars (n) [maːz] sao Hoả Moon (n) [muːn] mặt trăng Mercury (n) [ˈmæːkjʊəri] sao thủy, thủy ngân Earth (n): [əːθ] đất, mặt đất, quả đất Checking Vocabulary: Rub out and remember.
Checking vocabulary Rub out the new word one at a time. Each time you rub the word in English, point to the Vietnamese translation and ask students to repeat in English. When all the English words are rubbed out, go through	II. Revision of model verbs: <i>may – might</i> • From: May / might + infinitive • Use: We use <i>may, might</i> to talk about present or future possibility. • <i>Might</i> is normally a little less sure than <i>may</i>. • Matching:

Homework:	Your friend: There may be mountains on Mars. You: And what about the red signs on the left corner ? Your friend: Well, they might be gas on Mars. Call on some pairs of students to practice their dialogue before the class. – Give feedback: <u>II. Listening and checking:</u> Have Ss listen to the tape twice and check their prediction. Answer keys: <i>Tick ✓ a, c, d, f, I, j,</i> Tape transcript: 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 is no water or air on the moon. It is all silent because there is no air. Of course, there will be no music, no sounds. There are no rivers and lakes. At night, it is very cold. The temperature goes down to 151° C below zero. But during the day the temperature rises to 100° C above zero. There are great round holes on the moon. They look like big lakes. They are called crater. 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. 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. Andmay be you won't sleep very well because one day on the moon lasts for 2 weeks. So, is there life on the moon ? I'll leave the questions for you to answer yourself". Help students to show their ideas. • Discussion: - Give students the topic "What may there be on Mercury / on the moon / on Mars?" - Ask students to write the dialogue in their
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	notebooks.	
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Period 66 / WEEK: 34

Date: 26th April 2009

UNIT: 10

LIFE ON OTHER PLANETS:

Lesson 3

SECTION:

- READ

I/Objectives: By the end of the lesson, students will be able to understand the text about a space trip.

- **Vocabulary:** - push - up: (v) orbit: (n / v), totally : (adv), marvelous (adj), physical condition (n)

- **Grammar structure:**

- Modal verbs : May, might .

- Conditinal sentences : Type 1 and type 2

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 Check up:

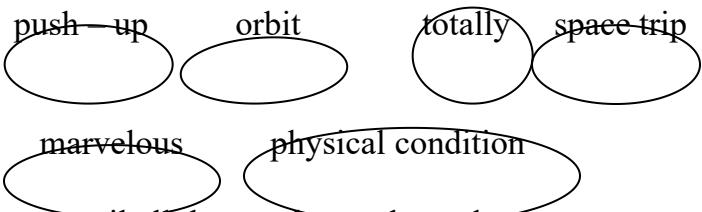
2 Warm up : Chatting:

Prepare some pictures of a spaceship or of the first travel of man to the moon.

Show students those pictures and ask them some questions to involve students in topic of the lesson.

- Do you want to travel ?
- Have you ever traveled in our country or abroad?
- Have you ever dreamed of a trip to space ?
- Do you want to be an astronaut ?
- Do you think traveling into space takes a lot of money ?

3 NEW LESSON: SECTION :- READ

Instruction	Content	
Pre reading: Mine Visual Picture Synonym: completely Synonym: wonderful. Call on two teams of five Ss to the front the class. Call out the Vietnamese and two Ss run forward to slap the english equivalent on the board. The students slapping the correct word first gets one mark.	I Pre – teach vocabulary: push - up: (v) ['puʃʌp] (từ lóng) sự nạo đẹn. môn thể dục hít đất orbit: (n / v) : ['ɔ:bit] di chuyển theo quỹ đạo, quỹ đạo totally : (adv) ['təʊtəli] hoàn toàn marvelous (adj) ['mɑ:vələs] kỳ lạ, kỳ diệu, tuyệt diệu, phi thường physical condition (n) thể chất thể lực space trip (n) ['speis - trip] đi trong không gian vũ trụ Checking vocabulary: Slap the board : Write the new words all over the board, each word in one circle.  Go on until all the words are slapped. II. Ordering statements: Show the poster of five statements on the board. Have students work in pairs to put the statements in order to show what they need and get in joining a trip	

Call some students to answer the questions loudly. Correct their answers Get Ss to practice asking and answering the questions. Give Ss the topic of the discussion Divide the class into 4 groups. The students discuss in groups. While listening: Get students to write a short paragraph to answer the questions in the discussion.	into space . 1) Get a letter from a doctor to show you are in perfect health. 2) See pictures of the earth, its interesting places, and the stars from very far. 3) Feel free and enjoy wonderful feeling. 4) Get ready and be in an excellent physical condition. 5) Get on the trip. Give feedback: Have students read the text and check their guess. Answer keys: a) – 4; b) – 1 ; c – 5 ; d – 2 ; e) – 3 ; <u>I. Comprehension question:</u> Have students read the text again and work in pairs to answer the questions on page 87. <i>Answer key:</i> 1) What will you have to do if you decide to take a space trip? - If you decide to take a space trip, you'll have to run a lot, swim every day, and do aerobics and push –ups to have an excellent physical condition. 2) What must you do if you want to show you are in perfect health? - If you want to show you are in perfect health, you must get a letter from the doctor. 3) What scenes on the earth can you see from the outer space ? - You can see pictures of the earth: your country, interesting places, the oceans, the big rivers, the tall mountains. 4) How many times a day can you see those scenes ? - We can see those scenes 16 times a day. 5) What things can you do while you are in orbit that you can not do when you are on the earth ? - We can walk on the wall or on the ceiling. * Discussion: “If you were able to take a space trip what would you do to prepare for the trip? What would you like to bring along ? Ask each to choose one leader who will present his / her group’s opinions.	
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Period 67 / WEEK: 35

Date: 28th April 2009

UNIT: 10

LIFE ON OTHER PLANETS:

Lesson 4

SECTION: - WRITE

I/Objectives: By the end of the lesson, students will be able to write an exposition about the existence of UFOs.

Writing an exposition about the existence.

- **Vocabulary:** - imagination: (n) trick: (n), man – like creature : (n), mysterious : (adj), flying saucer (n)

- **Grammar structure:**

- Modal verbs : May, might .

- Conditional sentences : Type 1 and type 2

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 **Check up:**

2 **Warm up : Jumbled words :**

-Write the words whose letters are in a random order on the board.

Divide class into 2 groups. Students from two teams go to the board and write the correct words. (rearrange the letters in correct order).

The team which writes more correct words first wins the game

- | | | | | | |
|------------------|---|---------------|---------------|---|------------|
| 1. ucinionttrod | = | Introduction | 2. oybd | = | Body. |
| 3. neulcoonsi | = | Conclusion | 4. caret | = | Trace |
| 5. taimnenterent | = | Entertainment | 6. peapaceran | = | Appearance |

3 **NEW LESSON:** SECTION :- WRITE

Instruction	Content	
Pre writing:	I. Vocabulary: imagination: (n) [imagination] trí tưởng tượng; sự tưởng tượng trick: (n) [trik] mẹo vặt; thủ thuật; bí quyết, trò bịp bợm man – like creature : (n) sinh vật giống người mysterious : (adj) [mis'tiəriəs] thần bí, huyền bí flying saucer (n) ['flaiiŋ'sə:sə] đĩa bay (cũng) unidentified flying object • Checking vocabulary: What and where Write the new words on the board, one word in each circle. Imagination trick man – like creature mysterious flying saucer II. Matching: Get students to do exercise 6a on page 88. Have students read the outline of an exposition in column A and put the paragraphs in column B in order to	
Ask students to repeat the words chorally then rub out word by word but leave the circles.		
Get students to go to the board and write the words again in the correct circles.		

Individually	match the sections in A	
Pair work	Answer keys: 1. Introduction: I don't believe there exist UFOs even though many newspapers talk a lot about them. 2. Body: 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, there will certainly be traces of their landing on the ground. 3. Conclusion: Therefore UFOs are just the imagination of some writers and they do exist only in films for entertainment.	
Pair work	III. Reading the dialogue:	
Individual work	Have students read the dialogue between An and Ba about the existence of UFOs. Give students some questions to make sure they understand the dialogue. • Comprehension questions: 1) Does An believe there are UFOs? - (No, he doesn't) 2) Does Ba believe in UFOs ? - (Yes he does). 3) What does An think about UFOs ? - (He think that it might be people's imagination) 4) Why does Ba think UFOs exist ? - (Because newspapers talk a lot about UFOs and many people around the world say they have seen flying saucers). 5) What evidence makes Ba believe in UFOs ? - (There are plenty of photos of them and the mysterious circles on the fields) * Correct their answers:	
While writing:	Writing: Get students to use Ba's opinion to write an exposition about the existence of UFOs. • Suggested writing: " I believe UFOs exist because articles and reports in newspapers talked a lot about their appearance. First, many people from different countries reported that once saw flying saucers. Second, there are many photos of flying saucers and some of the photographers said they saw man- like creatures get out of the saucers.	
- Call on some students to answer the questions Ask students to practice asking and answering in pairs. Let Ss write the exposition individually the share with their partners and correct mistakes by themselves. Post writing:		

Homework:	Moreover, people are discussing the mysterious circles on the fields in countryside of Great Britain. So I think UFOs are not human's imagination. They are real, and we should be ready to welcome their visits". • <u>Correction:</u> - Collect some students to read aloud their writings. - Get students to write an exposition, using An's opinion.	
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Period 68 / WEEK: 35

Date: 03th May 2009

UNIT: 10

LIFE ON OTHER PLANETS:

Lesson 5

SECTION:

- LANGUAGE FOCUS

I/Objectives: By the end of the lesson, students will be able to know more about the moon by listening and relative pronouns who , which , that and further practice in modal verbs May , Might.

- ***Vocabulary:*** - expert: (n) crater: (n), one -sixth: two -fifth :

- ***Grammar structure:***

- Modal verbs : May, might .

- Conditinal sentences : Type 1 and type 2

III/Teaching methods and techniques:

- Noughts and crosses, Gap fill, Predict dialogue, answer the question ,
- Rub out and remember, lucky numbers, comprehension question

IV/Teaching aids: text-book, , picture cards, cassettes

V/Time:

VI/Procedures:

1 Check up:

2 Warm up : Shark's attack :

-Prepare a shark (or a crocodile) and school girl / boy on cards.

- Draw some steps on the board, then stick the girl or boy on top of the steps , the shark is in the sea (around the steps)

- Draw 4 gaps for the word : MOON.

The game continues until students find out all the letter of the word MOON and the shark can't eat the girl or boy.

The game can go on with the words:

* temperature * lake * mountain ...

3 NEW LESSON: SECTION :- LANGUAGE FOCUS

Instruction	Content	
Presentation: Production. Pair work Get students to work in pairs. They have to practice asking and answering. Have Ss look at the pictures on page 89 -90 to do exercise in language Focus 1. - Have students work in pair to do the exercise in language Focus 2 on page 90. - Ask Ss to use the verbs in the box to complete the	I. Vocabulary: expert (n) : ['ekspə:t] nhà chuyên môn; chuyên gia; chuyên viên crater: (n) ['kreitə] miệng núi lửa, hố (bom, đạn đại bác...) one -sixth: một phần sáu two -fifths : hai phần năm. *Revision of modal verbs: May and Might. Form: May / Might + bare infinitive Use: May / Might is used to talk about present or future possibility. * Might is normally a little less sure than May. Drill: Exercise in language Focus 1. a) Ex: S1: What may it be ? S2: It may be a book or it might be a game. b) What may it be ? It may be a box of crayons or it might be a box of paint. c) What may it be ? It may be football or it might be a basketball. d) What may it be ? It may be a boat or it might be a train. e) What may it be ? It may be a flying saucer or it might be a meteor. f) What it may be ? It may be a evening star or it might be a spacecraft. III. Revision of conditional sentences type 1: Form: If clause : <i>simple present tense</i> main clause : <i>simple future</i> (will + verb – (infinitive) Use: We use this structure when there is a possibility that the situation in the if – clause will happen in the future or is true in the present.	

five sentences,using conditional sentences type 1. Ask Ss to do Language Focus 3 exercise on page 90. they have to work with a partner and make conditional sentences type 2 Give an example first (3a) Let Ss work in pair This game help students to practice writing	Practice: - Call on some Ss to read their sentences before the class. - Give feedback: * Answer keys: a) If Ba forgets his lunch, he'll be hungry at lunch time. b) Lam will miss the bus if she does not hurry. c) If Ha is not careful, he'll drop the cup. d) Mrs. Nga will join us if she finishes her work early. e) If Mrs. Binh writes a shopping list, she won't forget what to buy. IV. Conditional sentences type 2. Set the scene: Ba is not rich so he can't travel around the world. - Ask Ss to complete the sentences: * IF Barich, he..... around... .. * Answer keys: => If Ba <u>were</u> rich, he <u>would</u> travel around <u>the</u> world * Form: Main clause: <i>Would / could / might</i> + verb If clause : <i>Past simple tense / past subjunctive</i> • Use: we use this structure to talk about unreal or unlikely present or future situations We often use “<i>If were you</i>” to give advice. Give feedback: b) IF Mr. Loc had a car, he would drive to work. c) If Lan lived in Ho Chi Minh City, she would visit Saigon Water park. d) If Nam had an alarm clock, he would arrive at school on time. e) If Hoa lived In Hue, she would see her parent every day. f) If Nga owned a piano, she would play it very well. g) If Tuan studied harder, he would get better grades. h) If Na had enough money, she would buy a new computer. (Na would buy a new Computer if she had enough money) IV. Matching game: Divide the class into two group. group A and group B Ask each student from team A to write one if clause (of the conditional sentences type 2) on a small piece of paper. Get each student from team B to write one main clause.	
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conditional sentences and make them feel relax - Give the topic and ask students to discuss in groups before writing.	Take 2 pieces of paper from 2 teams to have a complete conditional sentence. Call on some students to pick up 2 pieces of paper from 2 teams and call out the sentences V. Writing: “ What would you do if you met an alien from outer space ?” - Give an example first: If I met an alien from outer space, I would invite him / her to my home and talk to him / her . Have each student write 3 things he / she would like to do . Get Ss to share with their partners . Call on some students to call out their sentences before class. Give feedback and correct. Get Ss to write some more sentences they get from their friends in class.	
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