

Date of preparing:

Date of teaching:

Period: 01

Week: 01

REVIEW TENSES

I. Objectives: By the end of the lesson, sts will be able to revise the structures and the uses of tenses

II. Language content: Revise tenses

III. Techniques

Communicative approach.

IV. Teaching aids: posters, handouts, b.b...

V. Procedure:

Teacher's and students' activities	Content
<p>-T explains the grammatical points and gives examples.</p> <p>- Sts take notes</p>	<p>a. The simple present tense</p> <p>Form: S+ is/am/are +O S+ vo/vs/ves+O</p> <p><i>The train leaves at seven twenty-three tomorrow morning.</i></p> <p>Time expressions Always, usually, sometimes, often, normally, generally, occasionally, as a rule, never, rarely, seldom, ... Every: everyday, every morning, every Saturday... Three times a week, twice a month, from time to time...</p> <p>b. The present continuous tense</p> <p>Form: S+ is/am/are+ ving+O</p> <p><i>I am quite busy these days. I am building a new house.</i> <i>He is coming next week.</i></p> <p>Time expressions</p> <p>✓ Now, right now, at present, at the moment, still</p> <p>✓ Today, this week,</p>

them to do

- Sts do exercises

- T corrects

Sts take notes

- T gives exercises to sts and asks them to do

- Sts do exercises

- T corrects

Sts take notes

1. She usually (walk)

_____ to school.

2. What time _____ Mary usually (get) _____ up every morning?

3. She (not wash) _____ her clothes every weekend.

4. _____ they (be) teachers?

5. It (not be) often

_____ cold in summer.

6. Tom usually (walk) _____ to school.

7. He (be) _____ a student.

8. I (be) _____ sixteen years old.

9. They (be) _____ very friendly.

10. He often (wash)

_____ the car at weekends.

+ **The present continuous tense**

Exercise 3: Rewrite each sentence as a positive, negative, or question:

1. He (watch) _____ TV ***right now.***

2. ***At present*** they (sit) _____ in the class.

3. ***This year*** we (learn) _____ English.

4. ***Look!*** Peter (play) _____ football in the schoolyard.

5. ***Be quiet!*** The baby (sleep)

6. ***Look!*** The man (smoke)

there.

7. She (write) _____ to her parents ***now.***

<p>- T gives exercises to sts and asks them to do</p> <p>- Sts do exercises</p> <p>- T corrects</p> <p>Sts take notes</p>	<p>8. My father (work) _____ in the garden <i>at the moment</i>.</p> <p>9. John (listen) _____ to the radio <i>now</i>.</p> <p>10. He (play) _____ chess <i>at the moment</i>.</p> <p><u>Exercise 4: Put the verb in the present continuous tense:</u></p> <p>1. The workers (work) _____ in the firm at the moment.</p> <p>2. Please be quite! You (make) _____ so much noise so I can't concentrate.</p> <p>3. Tony (have) _____ a bath at the moment.</p> <p>4. Listen! He (read) _____ a story by Shakespeare.</p> <p>5. At present Richard (study) _____ in London.</p> <p>6. This term I (study) _____ philosophy and economics.</p> <p>7. Janet (have) _____ a shower at the moment.</p> <p>8. They (not/study) _____ at present.</p> <p>9. Yukiko (have) _____ a bath now.</p> <p>10. We (make) _____ a cake at the moment.</p>
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VI. Comments

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Date of preparing:
Date of teaching:
Period: 02
Week: 01

Unit 1: HOME LIFE
Section A1: Reading

I. Objectives:

- Students read and guess meaning from context.
- Students read and answer questions about the reading (passage comprehension).

II. Language content

- Guessing meaning in context, scanning for specific information and passage comprehension.

III. Techniques

- Communicative approach.

IV. Teaching aids: textbook, visual aids.

V. Procedure:

Teacher's and students' activities	Content
<p>-Asks students to do the exercise in groups. -Calls some to give their opinions. -Corrects and leads them to the lesson. - Follow the teacher</p> <p>-Asks students to answer the question. -Elicits students by giving them a handout. -Calls some to give their opinions. - Follow the teacher</p>	<p><u>I. Warm-up activities:</u></p> <ul style="list-style-type: none"> • <i>Complete the sentence by filling the gaps with suitable words:</i> _____ buid the house and _____ make it home. • <i>Key: <u>Men</u> build the house and <u>women</u> make it home.</i> <p><u>II. Pre – reading:</u></p> <p><i>1. <u>Leading students to the lesson:</u></i></p> <p>* <i>How you understand the sentence above?</i></p> <p>* <i>Choose the best answer from a, b, or c:</i></p> <p>“ Men build the house and women make it home”.</p> <p>a. both men and women are good at building house. b. men and women have to live seperately. c. men’s responsibility is to work and support the family and women’s job is to look after the family.</p>

<ul style="list-style-type: none"> - Gives students these words on board. -Asks them to repeat these words in chorus. -Calls some to read individually. - Follow the teacher -Goes going through these new words. -Asks sts to do the exercise.in groups. -Calls some sts to give their answers on board. -Corrects exercise - Follow the teacher 	<p>so to have a happy family, husbands and wives should join hands to earn money and to do the housework.</p> <p>2. <u>Pre-teach vocabulary:</u></p> <ul style="list-style-type: none"> -work as ... (v): làm nghề. -work on a night shift (v): làm việc theo ca đêm. -join hands (v): work together : chung tay góp sức -take the responsibility for (v): chịu trách nhiệm về... -give sb a hand with (v): help with: giúp ai làm việc gì -be under pressure of ... (v): chịu áp lực. -mischievous (adj): tinh nghịch -obedient (adj): nghe lời, ngoan ngoãn -close-knit (adj): gắn bó -frank (adj): thẳng thắn
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VI. Comments

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Date of preparing:
Date of teaching:
Period: 03
Week: 01

Unit 1: HOME LIFE
Section A2: Reading

I. Objectives:

- Students read and guess meaning from context.
- Students read and answer questions about the reading (passage comprehension).

II. Language content

- Guessing meaning in context, scanning for specific information and passage comprehension.

III. Techniques

- Communicative approach.

IV. Teaching aids: textbook, visual aids.

V. Procedure:

Teacher's and students' activities	Content
<p>-Asks students to read the text carefully and find out the answers. -Calls some groups to give their answers on board. -Corrects exercise - Follow the teacher</p> <p>-Asks students to read the text carefully and find out the answers. -Calls some groups to give their answers on board. -Corrects exercise - Follow the teacher</p>	<p>III <u>While-reading:</u></p> <p><u>1. Task 1:</u> <i>*New words:</i> -separately (adv): một cách tách biệt -well-behaved (adj): có giáo dục -play trick on somebody (v): chơi khăm, xỏ <i>*Key:</i> 1. b 2. c 3. a 4. b 5. a</p> <p><u>2. Task 2: Answer the questions:</u> 1. They are very busy. They have to work long hours and sometimes they have to work at night. 2. She is always the first one to get up in the morning to make sure that her children leave home for school having eaten breakfast and dressed in suitable clothes.</p>

<p>-Asks sts to talk about their families. -Asks sts to review the lesson at home. - Follow the teacher</p>	<p>She always makes dinner ready before her husband comes home. 3. The daughter helps with household chores: she washes the dishes and takes out the garbage. She also looks after her younger brother. The father sometimes cooks some special dishes. 4. She attempts to win a place at university. 5. Because they are a very close-knit family and supportive of one another. They often share their feelings and whenever problems come up, they discuss them frankly and find solutions quickly.</p> <p><u>IV. Post-reading:</u></p> <p><u>V. Homework:</u></p>
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VI. Comments

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- Explaining the words and giving some examples with “share”:
- + share household chores
- + share an interest with...
- + share personal secrets with ...

- Guides students to do the assignments:
- + put a stick
- + say these sentences to friends
- + speak to the class
- Follow the T
- Goes going around for help.

- Guides students to make sentences with *Yes- No / Wh_ questions*.
- Asks sts to prepare a list of questions to ask another student to find out whether his / her family life is like yours.
- Follow the T

II – BEFORE SPEAKING:

*VOCABULARY

- Chore (n) : công việc
- Responsibility (n) : trách nhiệm
- + take the responsibility for ...
- Secret (n) : bí mật
- Share (v) : chia sẻ
- Personal (a) : cá nhân, riêng tư
- Original (a) : thuộc nguồn gốc
- Make a decision= decide (v): quyết định

Checking vocabulary.

Task 1: Read the following sentences and tick the ones that apply to you and your family.

III. WHILE-SPEAKING:

Task 2: Ask each other with a list of questions to ask another student to find out whether his / her family is like yours.

Ex: Who works in your family?

What’s your responsibility in the family?

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- *Notes: Questions with “What and Who”.*
- What / Who + V singular + ...?
- What / Who + aux.V + S + V + ...?

Keys:

- Could you tell me who works in your family?
- By the way who in your family does the washing up?
- What about your brother? Does he share the household chores?
- What’s your responsibility in the

<ul style="list-style-type: none"> - Asks students to work in another pairs. - Follow the T - Goes around for help. - Checks their answers and correcting mistakes. - Asks students to come back to work with old partners and tell his / her partner the information collected. - Follow the T - Listens and collects errors. - Asks sts to do the exercise at home. - Follow the T 	<p>family?</p> <ul style="list-style-type: none"> - What exactly do you have to do? - How do you share the household chores? - What interests do your family members share together? - What do your family members often do together in your free time? - Whom do you often share your secrets with? - Whom do you often talk to before making an important decision? <p><i>Task 3: Work with different partner with the same questions in task 2. Note down the answer in the table.</i></p> <p>IV. POST SPEAKING:</p> <p><i>Task 4: Tell the information you have collected to the old partner.</i></p> <p>V - HOMEWORK Practise interviewing about family.</p>
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VI. Comments

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Date of preparing:
Date of teaching:

Period: 05

Week: 02

Unit 1: HOME LIFE

Section C: Listening

I. Objectives: students will listen for specific information from the dialogue between Paul and Andrea.

II. Language content

- Listening and deciding on True or False statements.
- Listening comprehension

III. Techniques

Communicative approach.

IV. Teaching aids: tape, cassette player, lesson plan, textbook.

V. Procedure:

Teacher's and students' activities	Content
<ul style="list-style-type: none">- Asks sts to rearrange these words in correct order to create words meaning "sum họp gia đình".- Calls some to give answers.- Leads sts to the new lesson.- Follow the T <ul style="list-style-type: none">- Introduces sts these words on board.- Asks them to repeat the list of these words.- Follow the T <ul style="list-style-type: none">- Goes through the sentences in textbook and asks sts to guess whether these	<p>I. WARM –UP ACTIVITIES:</p> <ul style="list-style-type: none">• <i>Playing a game:</i> jumbled word. FYMALI RINENOU• <i>Key:</i> FAMILY REUNION <p>II. PRE – LISTENING:</p> <p>* <i>Answering questions:</i></p> <ol style="list-style-type: none">1. What's happening in the picture? (The family is having a big meal).2. How many people are there? (9 people).3. How are they feeling? (very happy).4. On what occasions do people come home to have a family reunion? (holiday season). <p>* <i>Vocabulary:</i></p> <ul style="list-style-type: none">- flight (n): chuyến bay- close – knit (adj): gắn bó- spread – out (v): lan tỏa, tản lạc- coach (n): xe đò- leftovers (n): thức ăn thừa- reserve (v): đặt trước <p>III. WHILE – LISTENING:</p> <p><i>A. Task 1: T / F statements.</i></p> <ol style="list-style-type: none">1. T2. F3. F

<p>sentences are true or false.</p> <ul style="list-style-type: none"> - Plays the tape 3 times and checking sts' answers. - Follow the T <ul style="list-style-type: none"> - Makes sure sts understand the exercise. - Plays the tape 3 times and checking their answers. - Follow the T <ul style="list-style-type: none"> - Asks sts to talk about their families. - Follow the T <ul style="list-style-type: none"> - Asks sts to do the exercise at home. - Follow the T 	<p>4. T</p> <p>5. T</p> <ol style="list-style-type: none"> 1. Andrea can't wait for her flight. 2. Paul's home is 280 kilometer from where they are now. 3. There are more children in Andrea's family than in Paul's. 4. Paul is excited about coming home. 5. When Andrea's family get together, they often go out for dinner. <p><i>B. Task 2: Note down 2 different things between Paul's and Andrea's family.</i></p> <table border="1" data-bbox="847 797 1391 1189"> <thead> <tr> <th data-bbox="847 797 1123 842">Paul</th> <th data-bbox="1123 797 1391 842">Andrea</th> </tr> </thead> <tbody> <tr> <td data-bbox="847 842 1123 976">1. His family members aren't very close.</td> <td data-bbox="1123 842 1391 976">1. It's a close – knit family.</td> </tr> <tr> <td data-bbox="847 976 1123 1189">2. The family often eat the meals the mother cooks at home.</td> <td data-bbox="1123 976 1391 1189">2. The family often go out to eat.</td> </tr> </tbody> </table> <p>IV. POST-LISTENING:</p> <ol style="list-style-type: none"> 1. How many people are there in your family? 2. Do all members of your family live together? 3. Do they often get together on special occasion? <p>V. HOMEWORK:</p> <p>Write about your family reunion</p>	Paul	Andrea	1. His family members aren't very close.	1. It's a close – knit family.	2. The family often eat the meals the mother cooks at home.	2. The family often go out to eat.
Paul	Andrea						
1. His family members aren't very close.	1. It's a close – knit family.						
2. The family often eat the meals the mother cooks at home.	2. The family often go out to eat.						

VI. Comments

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Date of preparing:

Date of teaching:

Period: 06

Week: 02

Unit 1: HOME LIFE

Section D: Writing

I. Objectives: students write letters to their friends to talk about their family rules.

II. Language content: write letters

III. Techniques

Communicative approach.

IV. Teaching aids: textbook, lesson plan, visual aids.

V. Procedure:

Teacher's and students' activities	Content															
<p>-Asks sts to make as many sentences as possible by joining the elements in the table.</p> <p>- Calls some students to read their sentences loudly.</p> <p>m</p> <p>- Takes notes on board.</p> <p>- Leads sts to the lesson: TALK ABOUT THE FAMILY RULES.</p>	<p>I. WARM-UP ACTIVITIES:</p> <table border="1"><tr><td>-My parents</td><td>-(not) let</td><td>-come home late</td></tr><tr><td>-My mother</td><td>-(not) be</td><td>-do the household chores.</td></tr><tr><td>-My father</td><td>allowed</td><td>-use the family motorbike.</td></tr><tr><td>-I</td><td>-(not) have to</td><td>-talk on the phone.</td></tr><tr><td></td><td>-(not) permit</td><td></td></tr></table> <p><i>*Suggestions:</i></p> <ul style="list-style-type: none">- My parents don't let me come home late.- My father permits me to use the family motorbike.- I have to do the household chores.- I am allowed to talk on the phone with friends.-	-My parents	-(not) let	-come home late	-My mother	-(not) be	-do the household chores.	-My father	allowed	-use the family motorbike.	-I	-(not) have to	-talk on the phone.		-(not) permit	
	-My parents	-(not) let	-come home late													
-My mother	-(not) be	-do the household chores.														
-My father	allowed	-use the family motorbike.														
-I	-(not) have to	-talk on the phone.														
	-(not) permit															
<p>- Reviews sts these structures.</p> <p>- Asks sts to read the examples and choose the rules that are suitable to their families.</p> <p>- Follow the T</p> <p>- Takes notes on board and asks sts to make sentences with these rules.</p> <p>- Calls some to write their sentences</p>	<p>II. PRE-WRITING:</p> <p>1. <u>Task 1:</u></p> <ul style="list-style-type: none">- let + O + Vo + ...- permit + O + to Vo+ ...allow Ving- be allowed + to Vo- have / has + to Vo: nói về nghĩa vụ.															

Date of preparing:
Date of teaching:
Period: 07
Week: 03

Unit 1: HOME LIFE
Section E1: Language Focus

I. Objectives: By the end of the lesson, sts will be able to know how to pronounce the ending sounds “s” and revise simple past, past progressive and present perfect tenses.

II. Language content

- Revise simple past, past progressive and present perfect tenses.

III. Techniques

- Communicative approach.

IV. Teaching aids: textbook, posters, handouts

V. Procedure:

Teacher’s and students’ activities	Content										
<ul style="list-style-type: none"> - Asks sts to find errors in these sentences. - Follows the T - Remarks and leads them to the lesson. -Uses the examples and elicits the rules of pronouncing the ending sound “s’. - Reads aloud the words - Reads aloud the words again - Asks sts to practise reading these sentences in textbook - Follows the T 	<p>I. Warmer :</p> <ol style="list-style-type: none"> 1. When I was a little girl, I often help my parents with household chores. 2. Unlike most men, my farther enjoyed cooking. 3. My brother never worked long hours like this before. <p>II. Pronunciation :</p> <table border="1" data-bbox="1007 1361 1362 1626"> <thead> <tr> <th data-bbox="1007 1361 1145 1406">/s/</th> <th data-bbox="1145 1361 1362 1406">/z/</th> </tr> </thead> <tbody> <tr> <td data-bbox="1007 1406 1145 1451">bats</td> <td data-bbox="1145 1406 1362 1451">bagss</td> </tr> <tr> <td data-bbox="1007 1451 1145 1496">kits</td> <td data-bbox="1145 1451 1362 1496">kids</td> </tr> <tr> <td data-bbox="1007 1496 1145 1541">speaks</td> <td data-bbox="1145 1496 1362 1541">speeds</td> </tr> <tr> <td data-bbox="1007 1541 1145 1626">dates</td> <td data-bbox="1145 1541 1362 1626">days</td> </tr> </tbody> </table> <p>Notes :</p> <ul style="list-style-type: none"> -s = /s/ : sau các âm /f , k , p , t , 0/ -s = /iz / : sau các âm / z, dz, s, s (dài), ts(dài), ks/ -s = /z/ : sau các âm còn lại. <p>* <i>Practising reading:</i> (page 18)</p> <p>III. Grammar : a-Presentation :</p>	/s/	/z/	bats	bagss	kits	kids	speaks	speeds	dates	days
/s/	/z/										
bats	bagss										
kits	kids										
speaks	speeds										
dates	days										

- Gives examples to elicit the forms and uses of, simple past , past progressive , and present perfect tenses

- Gives feedback

Ex : -She (visit) _____ me yesterday .

-He (play) _____ football at 5 pm. Yesterday .

-Mary(live) _____ in this house for ten years .**Key** : visited / was playing / has lived

***Simple past :**

-Form :	S+ V2/ed
-Use :	S + didn't + Vo
	Did + S + Vo?

+Diễn tả hành động xảy ra trong quá khứ có thời gian xác định , thường dùng với các trạng từ yesterday, ... ago , last ...

***Past progressive :**

-Form :

S + was / were (not) + V-ing
Was / were + S + V-ing ?

-use :

+ Diễn tả hành động xảy ra tại một thời điểm cụ thể trong quá khứ , thường dùng với các trạng từ :at that time = at that moment , at + giờ + mốc tg trong QK .

Ex :

+ Đối với hai hành động xảy ra đồng thời trong quá khứ được nối với nhau bằng “when / while “thì hành động đang xảy ra (kéo dài hơn) dùng thì quá khứ tiếp diễn , hành động xảy ra chen vào (hành động ngắn) dùng thì quá khứ đơn .

VI. Comments

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Date of preparing:

Date of teaching:

Period: 08

Week: 03

Unit 1: HOME LIFE

Section E2: Language Focus

I. Objectives: By the end of the lesson, sts will be able to know how to pronounce the ending sounds “s” and revise simple past, past progressive and present perfect tenses.

II. Language content

- Revise simple past, past progressive and present perfect tenses.

III. Techniques

- Communicative approach.

IV. Teaching aids: textbook, posters, handouts

V. Procedure:

Teacher's and students' activities	Content
<p>- Gives examples to elicit the forms and uses of present perfect tenses</p> <p>- Gives feedback</p> <p>- Asks sts to do the exercise individually.</p> <p>- Asks sts to check their answers in pairs.</p>	<p>* Present perfect</p> <p>-Form :</p> <p>S + have / has (not) + V3/ed ?</p> <p>Have / has + S + V3/ed ?</p> <p>-Use :</p> <p>+Diễn tả hành động vừa mới xảy ra hoặc xảy ra rồi trong quá khứ, thời gian không xác định rõ ràng , thường dùng với các trạng từ : just , recently =lately , already , ever , never .</p> <p>+Diễn tả hành động được lặp đi lặp lại nhiều lần trong quá khứ , thường dùng trạng từ: twice , ... times</p> <p>+Diễn tả hành động bắt đầu từ trong quá khứ kéo dài đến hiện tại , thường dùng với các trạng từ : so far = until now = up to now , notyet , for + khoảng thgian , since + mốc thời gian .</p> <p>IV. Practice :</p> <p>Exercise 1: (on page 18).</p> <p>Key : 1-Have you seen 2- Did you enjoy 3-has been married</p> <p>4-Did you give / saw 5-didn't</p>

<ul style="list-style-type: none"> - Follows the T - Remarks - Asks sts to do the exercise individually. - Asks sts to check their answers in pairs. - Follows the T - Remarks - Asks sts to review the lesson at home. - Follows the T 	<p>listen</p> <p>6-Did you meet</p> <p>Exercise 2 :</p> <p>Key:</p> <p>1. B, 2. C, 3. A, 4. A, 5. B, 6. B, 7. B, 8. C, 9. B, 10. C, 11. B, 12. C, 13. C, 14. A, 15. B.</p> <p>V. HOMEWORK:</p>
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VI. Comments

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<p>take note: physical attractiveness, confiding, partnership of equals and trust built on love</p>	<p>four key values. * <i>Suggestions</i>: In my opinion, a man and a woman should love and know each other well before deciding to get married. Beauty after marriage is good but it isn't so important that wives have to spend too much time and money maintaining it. Husbands and wives should be equal in family life. They should share thoughts and trust each other.</p> <p>V/ Home work: - Read again at home - Prepare the next part of the lesson</p>

VI. Comments

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Date of preparing:
Date of teaching:
Period: 11
Week: 04

UNIT 2: CULTURAL DIVERSITY

Section B: Speaking

I. Objectives: Talking about differences among cultures

II. Language content: cultural diversity

III. Techniques

- Communicative approach.

IV. Teaching aids: pictures

V. Procedure:

Teacher's and Students' activities	Content
<ul style="list-style-type: none"> - Asks sts to talk about their families by giving them some questions. - Calls some to answer these questions orally. - Sts answer the questions - T leads them to the lesson. - Follows the steps for presenting of vocabulary - Sts follow the teacher's guide - Asks sts to repeat these words in chorus. - Sts repeat after teacher 	<p>I/ Warm-up: <i>Questions about home life.</i></p> <ol style="list-style-type: none"> 1. How many people are there in your family? 2. Who are they? 3. Do your grandparents live with your family? 4. So how many generations live in your home? 5. Is it good? <p>* <i>Lesson:</i> Talking about the differences between Vietnamese and American cultures</p> <p>II/ Before speaking</p> <p>* <i>New Words:</i></p> <ul style="list-style-type: none"> - nursing home (n): nhà an dưỡng - feature (n): nét, đặc điểm - corresponding (a): tương ứng với - grocery (n): cửa hàng tạp phẩm - similarity (n): sự giống nhau <p>* <i>Structures:</i></p> <p>+ Agreement: I think / feel / believe ... In my opinion, For me ...</p> <p>+ Disagreement: I don't agree</p>

- Goes through sentences in task 1, asking sts to pay attention to pronunciation and stressed syllables.
- Sts follow teacher - Analyses the example in textbook carefully.
- Asks to create the same dialogues and practise them in pairs.
- Sts follow teacher

- Goes around for help and collect some common errors.
- remarking.

- Goes through the sentences in textbook to make sure that sts understand them.
- Chooses a student to make dialogue as a model.
- Asks sts to make the same dialogues and find out the corresponding features of Vietnamese culture.
- Sts follow teacher.

It's not true ...

That's wrong ...

III/ While speaking

* Task 1: Express your point of view upon the sentences given in task 1.

You

Your friend

I think/feel/believe I don't agree ...

In my opinion ... It's not true ...

For me ... That's wrong ...

* Model:

- A: *I think it's a good idea to have 3 or 4 generations living under 1 roof. They can help each other a lot.*

+B: *That's not true. In some countries, many old-aged parents like to live in a nursing home. They want to lead independent lives.*

* Task 2: Discuss and find out the corresponding features of Vietnamese culture.

In American

In Vietnamese

- Use special expressions:

Do you know that ...?

It is said that ...

It is said in newspaper/ on TV/ radio that ...

* Model:

- A: Hi Tam. It is said that in American two generations (parents and children) live in a home. Is that the same in Viet Nam?

+B: Not completely because we still find three or four generations living together in the same home especially in the country or places in the big cities where accommodation is very difficult to find.

- In Vietnamese, old- aged parents live with their children and grandchildren.

They want to be near their children so that they can give them some help

<p>-Asks sts to work in groups. - Calls some sts to talk about this topic in front of class.</p> <p>- Asks sts to review the exercise at home.</p>	<p>and be taken care of by their own children when they are sick.</p> <ul style="list-style-type: none"> - It's Ok to ask about age, marriage and income. It's just a way to show concerns. - When visiting some one's house, Vietnamese greet older people first and then the younger ones later. - Vietnamese people tend to buy groceries everyday because there are always markets near the place where they live. <p>IV/ Post: * <i>Task 3: Talk about the differences and the similarities between Vietnamese and American culture using the features discussed in task 2.</i></p> <p>Ex: There are differences and similarities between Vietnamese and American cultures.</p> <p>In America, two generations (parents and children) live in a home. In Vietnam, two, three or even four generations live under one roof.</p> <p>V/ Home work: Practice interviewing at home.</p>
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VI. Comments

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Date of preparing:
Date of teaching:
Period: 12
Week: 04

UNIT 2: CULTURAL DIVERSITY

Section C: Listening

- I. Objectives:** Filling missing information
 Comprehension Questions
- II. Language content:** Listening comprehension
- III. Techniques**
 Communicative approach.
- IV. Teaching aids:** Picture, textbook
- V. Procedure:**

Teacher's and students' activities	Content
<ul style="list-style-type: none"> - Gives instruction. - Sts listen - Starts the game. - Sts play the game - Follows the steps to present voc. - Asks sts to repeat the list of these words. - Repeat after T - Asks sts to work in pairs. - Sts work in pairs - Asks Ss to work in pairs. - Lets read the .sentences before 	<p>I. WARM UP: <i>Game: Magic Hat</i></p> <p style="text-align: center;">-----</p> <p style="text-align: center;">_ W D G C Y</p> <p>Key: <i>WEDDING CEREMONY</i></p> <p>II / PRE-LISTENING</p> <p><u>A / Vocabulary:</u></p> <ul style="list-style-type: none"> - bride (n) : cô dâu - groom (n): chú rể - wrap (v) : gói - tray (n) : khay, mâm - Master of the ceremony (MC) - altar (n) : bàn thờ - pray (v) : cầu nguyện - ancestor : ông bà, tổ tiên - banquet (n) : big party: bữa tiệc lớn - blessing (n): happiness: sự chúc phúc - schedule (v): arrange: ấn định <p><u>B / Discuss the questions:</u></p> <p>1/ <i>Have you ever attended a wedding ceremony?</i></p> <p>2/ <i>What do the bride and the groom usually do at the wedding</i></p>

<p>listening.</p> <ul style="list-style-type: none"> - Follow the T -Plays the tape. - Corrects mistakes (if any). <p>-Lets Ss read the questions before listening to the tape.</p> <ul style="list-style-type: none"> - Follow the T - Plays the tape once more. - Helps Ss (If necessary) - Corrects mistakes - Sts copy <ul style="list-style-type: none"> - Elicits - Gives comments. <ul style="list-style-type: none"> - Asks sts to do as required 	<p><i>ceremony?</i></p> <p>III / WHILE – LISTENING:</p> <p><i>*Task 1: (P.24) Listen to the passage with fill in the missing information key :</i></p> <ol style="list-style-type: none"> 1 /groom’s parents. 2/red papers. 3 /altar. 4 /at the wedding banquet. 5 /wedding cards.....money gifts. <p><i>*Task 2 :(P.24,25) Listening again and answer the questions:</i></p> <ol style="list-style-type: none"> 1 / What is the most important thing the groom’s family has to do on the w.day? <p>-It is that the groom’s family has to go and bring wedding gift to the bride ‘s house</p> <ol style="list-style-type: none"> 2 / What would the groom with the bride do during the Wed-celemony? <p>-They would pray asking their ancestor’s permission to be married.</p> <ol style="list-style-type: none"> 3 / When do the groom & the bride exchange the wed rings? <p>-That follows the praying.</p> <ol style="list-style-type: none"> 4 / where is the wed banquet held? <p>-It is held at the groom ‘s house or at a restaurant</p> <ol style="list-style-type: none"> 5 / What do the groom, the bride, with their parents do at the wed banquet? <p>-They stop by each table to say thank you the guest</p> <p>III / POST-LISTENING: (working in groups) Discuss the questions: What do families often do to prepare for a wed ceremony? (Suggestions: -Clean the house</p>
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- Sts review the lesson at home	decorate house, altar,(Collect money), book tables at the restaurant or rent a cook to prepare banquet. Send wed cards to the guests, relatives, friends, neighbors,...). HOMEWORK: -Look over the tasks (1,2). -Prepare for the section D-writing.
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VI. Comments

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Date of preparing:
Date of teaching:
Period: 13
Week: 05

UNIT 2: CULTURAL DIVERSITY
Section E1: Language Focus

- I. Objectives:** After the lesson Students should be able
- to pronounce more exactly the –ED endings
 - to use the right tenses of the verbs to do the exercises
- II. Language content:** use the right tenses of the verbs to do the exercises
- III. Techniques**
- Communicative approach.
- IV. Teaching aids:** cassette/ CD player, posters, textbook, exercise book
- V. Procedure:**

Teacher’s and students’ activities	Content
<ul style="list-style-type: none"> - Gives instruction - Lets Ss work in groups to play the game - Follow the T - Starts the game - Finds the winner - Leads sts to the lesson. - Asks Ss about the rules - Follow the T - Explains the rules - Plays the tape - Lets listen to the tape - Asks Ss to practise among 	<p><u>Warm-up:</u> Game: <i>Who is the best at English</i></p> <p>- Put the verbs in brackets in the sentences into the correct tenses and then try to speak out them as exactly as possible</p> <ol style="list-style-type: none"> 1. The police (arrest) an old man-beggar in front of the hotel yesterday. 2. I recently (miss) a number of interesting films. 3. – (You, receive)his package yet? - No, I yet. <p>-> introduce the new lesson:</p> <p><u>A. The pronunciation of –ED endings:</u></p> <p><i>I. Stage 1</i></p> <p>+ Questions from the sentences above:</p> <ol style="list-style-type: none"> 1. How to pronounce these sounds in the sentences? 2. In which cases -ed ending is pronounced as /t/ /id/, /d/?

<p>themselves</p> <ul style="list-style-type: none"> - Asks some Ss to read aloud - Follow the T <ul style="list-style-type: none"> - Lets Ss review the uses of tenses - Reminds Ss the forms & the uses of tenses (if necessary) - (Teacher may give handouts on the tenses & remind Ss the uses of the tenses if it's not enough time) 	<p><i>* <u>The rules of pronouncing –ED endings:</u></i></p> <p><i>-ed =/id/ sau âm / t, d/</i></p> <p><i>-ed =/t/ sau âm /s, ks, ts(dài), s (dài), p, k, f/</i></p> <p><i>-ed = /d/ cho những trường hợp còn lại.</i></p> <p>II. Stage 2: Practice</p> <ul style="list-style-type: none"> - Reading the words (p.26) - Reading the sentences (p.27) <p>III. Stage 3: More exercise (see next page)</p> <p>1. A. wished B. helped C. turned D. changed</p> <p>2. A. needed B. invited C. wanted D. worked</p> <p>B. Review of tenses:</p> <p>I. Presentation:</p> <ul style="list-style-type: none"> + The present perfect + The present perfect continuous + The past simple + The present progressive and Be going to + The simple future
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VI. Comments

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Date of preparing:
 Date of teaching:
 Period: 14
 Week: 05

UNIT 2: CULTURAL DIVERSITY

Section E2: Language Focus

- I. Objectives:** After the lesson Students should be able
- to pronounce more exactly the –ED endings
 - to use the right tenses of the verbs to do the exercises
- II. Language content:** use the right tenses of the verbs to do the exercises
- III. Techniques**
- Communicative approach.
- IV. Teaching aids:** cassette/ CD player, posters, textbook, exercise book
- V. Procedure:**

Teacher's and students' activities	Content
<ul style="list-style-type: none"> - Lets Ss work in pairs to do exercise 1 - Follow the T - Corrects mistakes (if any) - Asks Ss to practise speaking each conversation (close pairs, open pairs) - Follow the T - Lets Ss work in pairs to discuss how to choose the right form of the verbs in the exercise 2 - Follow the T - Corrects mistakes (if any) 	<p>II. Practice:</p> <p>1. Exercise 1 (p.27) Complete the following Conversations with the correct form of the verbs in the box:</p> <div style="border: 1px solid black; padding: 5px; text-align: center; margin: 10px auto; width: fit-content;"> <p>See, drink, write, cook</p> </div> <p>Keys:</p> <p>1.1 Have you seen? I saw ... I'm going to see it ...</p> <p>1.2 Who drank....? ...I haven't drunk... I drank....</p> <p>1.3 Susan has written... Did she write...? She wrote...</p> <p>1.3 You have been cookingI cookedI cooked ...</p> <p>2. Exercise 2 (p.28) Circle the letter A,B,C, or D to complete the passage.</p> <p>Keys:</p> <p>2.1 - C (has been living) 2.2 - A (has been photographing) 2.3 - C (has taken)</p>

<ul style="list-style-type: none"> - (if enough the time) - Asks Ss to work in pairs to discuss how to play roles on the conversations that the teacher has given - Follow the T - Gives comments - Gives homework 	<p>2.4 - A (won) 2.5 - C (has won) 2.6 - A (has become) 2.7 - C (has been tracking) 2. 8- A (will see)</p> <p>+ <i>Optional task:</i> 3. <i>Exercise 3 (p. 29)</i> Complete the letter with the correct forms of the verbs in brackets.</p> <p>III. <i>Production:</i> Role- play</p> <p>HOMEWORK: - Do the exer. 1, 2, 3 p. 14, 15 (Exer. Book) - Get ready for the unit 3</p>
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VI. Comments

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Date of preparing:
Date of teaching:
Period: 15
Week: 05

UNIT 3: WAYS OF SOCIALISING

Section A1: Reading

I. Objectives: Ss can guess meaning from context,
 Summarize main idea

II. Language content

- Guessing meaning in context, scanning for specific information and passage comprehension.

III. Techniques

Communicative approach.

IV. Teaching aids:: cards, pictures, textbook...

V. Procedure:

Teacher's and students' activities	Content
<ul style="list-style-type: none"> - Explores the pictures in textbook by asking sts these questions. - Remarks and leading sts to the lesson. - Follow the T - Gives students these words on board. -Asks them to repeat these words in chorus. -Calls some to read individually. - Follow the teacher 	<p>I. WARM UP:</p> <ul style="list-style-type: none"> + <i>Before you read</i> (page 30) 1. What are the people in the picture doing? 2. Can you guess what they say to each other? 3. What will you do / say if: <ul style="list-style-type: none"> + you want to get your teacher's attention in class? + you need to ask someone a question, but they are busy talking to someone else? <p>II. PRE-READING:</p> <ul style="list-style-type: none"> + <i>Vocabulary:</i> <ul style="list-style-type: none"> - attract someone's attention (v): thu hút sự chú ý của ai đó. - Compliment (n): khen ngợi - Clap (v) : vỗ tay - Decent (adj) : polite - Appropriate: (adj) thích hợp - Kidding(n) đùa - Signal (n): kí hiệu - Marvellous: (adj): tuyệt vời

VI. Comments

Date of preparing:
Date of teaching:
Period: 16
Week: 06

UNIT 3: WAYS OF SOCIALISING

Section A2: Reading

I. Objectives: Ss can guess meaning from context,
 Summarize main idea

II. Language content

- Guessing meaning in context, scanning for specific information and passage comprehension.

III. Techniques

Communicative approach.

IV. Teaching aids:: cards, pictures, textbook...

V. Procedure:

Teacher's and students' activities	Content
<ul style="list-style-type: none"> - Goes going through these new words. - Asks sts to do the exercise.in groups. - Calls some sts to give their answers on board. - Corrects exercise - Follow the teacher - Asks sts to do the exercise - Calls some sts to give their answers - Corrects exercise - Follow the teacher -Asks students to read the text carefully and find out the answers. 	<p>III. WHILE –READING:</p> <p><i>* Task 1: (p 32) give the Vietnamese equivalents to the following words and phrases:</i></p> <ol style="list-style-type: none"> 1. Verbal: bằng lời, hữu ngôn 2. Non- verbal: không bằng lời, phi ngôn 3. Attract someone's attention: thu hút sự chú ý của ai 4. impolite: mất lịch sự 5. Rude: thô tục 6. Informality: thân mật, không nghi thức 7. Approach: đi đến 8. A slight nod will do: một cái gật đầu nhẹ là đủ <p><i>* Task 2: (p 32) Decide which of the three options below is the best title for the passage.</i></p> <p style="text-align: center;">Key: A</p> <p><i>* Task 3 (p 32): answer questions.</i></p> <ol style="list-style-type: none"> 1. We can use either verbal or non-verbal communication. 2. Because they are strong actions

<p>-Calls some groups to give their answers on board. -Corrects exercise - Follow the teacher</p> <p>-Asks sts to to tell what they should do or shouldn't do to get attention of someone. - Follow the teacher</p> <p>-Asks sts to review the lesson at home. - Follow the teacher</p>	<p>that can easily be seen</p> <p>3. We can wait until he passes near us, catch his eye, nod slightly to let him know we would like him to come to our table. Or we may raise our hand slightly to show that we need assistance</p> <p>4. You can use a small friendly wave to attract his or her attention.</p> <p>5. Because it's considered rude. <i>* Checking: Lucky number</i></p> <p>IV. POST – READING: <i>Work in groups to tell what we should do or shouldn't do to get attention of someone.</i></p> <p>V. HOMEWORK: Reading Part A1 workbook</p>
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VI. Comments

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Date of preparing:
 Date of teaching:
 Period: 17
 Week: 06

UNIT 3: WAYS OF SOCIALISING

Section B: Speaking

I. Objectives:

Sts practise giving and responding to compliments in different situations

II. Language content: Talk about different situations

III. Techniques

Communicative approach.

IV. Teaching aids: textbook, lesson plan, tape, cassette player.

V. Procedure:

Teacher's and students' activities	Content		
<ul style="list-style-type: none"> - Gives the poster - Calls sts to put words in columns - Follow the T - Gives feedback and elicits sts to give meaning of words - Reads the dialogue in model, asks sts to practice it. - Follow the T - Indicates some pairs to read the dialogues. - Elicits sts to point out some ways of making compliment and response. - Presents some common compliments and responses. 	<p>I. Warm – up : <u>Put the words below into the right columns.</u> <i>Nice, terrible, great, lovely, dirty, decent, worse, better, wonderful, modern, out of date, fashionable.</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border-right: 1px solid black; vertical-align: top;"> * <u>Positive meaning</u> <u>meaning</u> </td> <td style="width: 50%; vertical-align: top;"> * <u>Negative</u> <u>meaning</u> </td> </tr> </table> <p>II. Pre-speaking: 1. Task 1: Practise reading the dialogue.</p> <ul style="list-style-type: none"> - <i>Phil: <u>You really have a beautiful blouse</u>, Barbara, I've never seen such a perfect thing on you.</i> + <i>Barbara: <u>Thank you, Phil. That's a nice compliment.</u></i> - <i>Peter: Your hairstyle is terrific, Cindy.</i> + <i>Cindy: Thanks, Peter. I think I've finally found a style that looks decent and is easy to handle.</i> - <i>Tom: I thought your tennis game was a lot better today, Tony.</i> + <i>Tony: You've got to be kidding! I thought it was terrible.</i> ● <i>Some common ways of compliments and responses:</i> - What a/an.....you have/ have 	* <u>Positive meaning</u> <u>meaning</u>	* <u>Negative</u> <u>meaning</u>
* <u>Positive meaning</u> <u>meaning</u>	* <u>Negative</u> <u>meaning</u>		

<ul style="list-style-type: none"> - Follow the T - Asks for pair works - Follow the T - Elicits sts to do the exercise. - Follow the T - Gives feedback - Asks sts to work in pairs and present the results. - Follow the T - Evaluates and gives feedback - Asks sts to work in pairs, then exchange with the others. - Follow the T - Evaluates sts's answers 	<p>got!</p> <ul style="list-style-type: none"> -How + adj/adv.....! -You really have..... -Youris/are..... <p>* <i>responses</i></p> <ul style="list-style-type: none"> - I'm glad you like it. - Thank you. I think/ thought..... - Thank you. That's a nice compliment. - You must have got to be kidding. <p>III. While – speaking:</p> <p>2. <i>Task 2:</i> Practise giving compliments to suit the response. Use the cues below.</p> <p><u>Suggested answers:</u></p> <ul style="list-style-type: none"> - What a nice dress you have got! I really like it. - Your motorbike looks really wonderful. - I thought your badminton playing was great. It has improved quickly. <p>3. <i>Task 3:</i> Practise responding</p> <p><u>Expected answers:</u></p> <ul style="list-style-type: none"> - Thank you, Phil. I think you can do it as well as I do. - Thank you, Peter. That's a nice compliment. You must be kidding. I think it is acceptable. <p>4. <i>Task 4:</i> Making dialogues to practise giving and responding to compliments.</p> <p><u>Expected answers:</u></p> <ul style="list-style-type: none"> ● A nice pair of glasses: A: You really have a pair of glasses are really nice. I really like them. B: Really, Peter. I just bought it yesterday. ● A new and expensive watch: A: You really have a new and expensive watch, How did you get it? B: Thank you, My father bought it for me on my birthday.
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Date of preparing:
Date of teaching:
Period: 18
Week: 06

UNIT 3: WAYS OF SOCIALISING
Section C: Listening

I. Objectives: Ss will be able to know the specific information on how to use the telephone in their family.

II. Language content: Listening & deciding T- F- Gap fill

III. Techniques

- Communicative approach.

IV. Teaching aids: 1. Teacher: pictures, posters, textbook, a CD player
 2. Students: textbooks.

V. Procedure:

Teacher's and students' activities	Content
<ul style="list-style-type: none"> -Gives instruction. - Sts listen - Starts the game. - Sts play the game -Follows the steps to present voc. - Asks sts to repeat the list of these words. - Repeat after T - Asks sts to work in pairs. - Sts work in pairs -Asks Ss to work in pairs. -Lets read the .sentences before listening . - Follow the T -Plays the tape. - Corrects mistakes (if any). 	<p>I. WARM UP: Jumbled words: aniotuergl → regulation oenetlehp → telephone lacl → call acidev → advice</p> <p>II. PRE – LISTENING <u>Pre- teach Vocab:</u> - Instrument (n) (example) - Duration (n) (situation) - Startling(adj) (explanation) - Apoplectic (adj) (translation) - chitchat (n): <i>Before you listen p 34</i> Listen & repeat</p> <p>III. WHILE LISTENING: <u>Task 1:</u> (p 35) <i>Listen to Linda's talk and decide whether the statements are True or False.</i></p> <ol style="list-style-type: none"> 1. T 2. F 3. T 4. F 5. F 6. T

Date of preparing:
Date of teaching:
Period: 19
Week: 07

UNIT 3: WAYS OF SOCIALISING

Section D: Writing

I. Objective: By the end of the lesson, Sts can use the words to build complete sentences in Task 1, put the jumbled sentences in their correct order and then rearrange them to write the complete paragraphs in Task 2.

II. Language content: Writing sentences and complete paragraphs

III. Techniques

- Communicative approach.

IV. Teaching aids: textbook, posters

V. Procedures:

Teacher's and students' activities	Content								
<ul style="list-style-type: none"> - Gives the table on the board and asks sts to match them in correct orders. - Follow the T - Checks mistakes - Follows the steps for presenting vocab. - Calls some sts and checking them. - Follow the T - Introduces the aims of tasks in writing lesson. - Asks sts to discuss how to use suggested words in sentences. - Follow the T - Goes around the class to help sts if necessary. - Sts show their key. - Remarks 	<p>I. Warm –up MATCHING</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">a.pointing at someone</td> <td style="padding: 5px;">1. saying goodbye</td> </tr> <tr> <td style="padding: 5px;">b.being late for class</td> <td style="padding: 5px;">2.admitting one'swrongdoing</td> </tr> <tr> <td style="padding: 5px;">c.making mistakes</td> <td style="padding: 5px;">3.saying“I'm sorry I'm late ”</td> </tr> <tr> <td style="padding: 5px;">d.being into the farewell</td> <td style="padding: 5px;">4. being rude and impolite</td> </tr> </table> <p>Key: a+4; b+3; c+2 ; d+ 1</p> <p>II. Pre – writing:</p> <p>Pre-teach : Vocabulary</p> <ul style="list-style-type: none"> - Abruptly (adv): immediately - at hand: sẵn tới - apologize (v) - discourtesy (n): sự vô lễ - pleasant and thoughtful (adj) <p>III. While-writing</p> <p>* Task1 : Use the words to make sentences. Change the form of the verb.(No addition or omission is required)</p> <p>Key:</p> <p>1. There are many ways to tell someone</p>	a.pointing at someone	1. saying goodbye	b.being late for class	2.admitting one'swrongdoing	c.making mistakes	3.saying“I'm sorry I'm late ”	d.being into the farewell	4. being rude and impolite
a.pointing at someone	1. saying goodbye								
b.being late for class	2.admitting one'swrongdoing								
c.making mistakes	3.saying“I'm sorry I'm late ”								
d.being into the farewell	4. being rude and impolite								

- Divides sts into groups to discuss and finish Task 2 in the textbook.
- Follow the T
- Goes around for help.

- Calls some groups to give their answer key.

- Gives orders to check with posters

goodbye, and most of them depend on the situation at hand.

2.However, there is one rule that all situations observe: We seldom say goodbye abruptly.

3.In English it is necessary to prepare a person for departure.

4.We lead into the farewell by saying something pleasant and thoughtful like “I’ve really enjoyed talking to you”

5.We might also say something relating to the time like “Gosh, I can’t believe how late it is ! I really must be going!”

** Task 2: Put the sentences of the two paragraphs below in their right order. Write the re-ordered paragraphs in the space provided.*

1	2	3	4	5
C	E	A	B	D

Paragraph 1

Key:

1.It is difficult to write rules that tell exactly when you should apologize, but it is not difficult to learn how.

2.If we have done something to hurt someone’s feeling, we apologize.

3.An apology indicates that we realize we’ve made a mistake , and we’re sorry for it

4.It’s a way of expressing our regret or sorrow for something.

5.When we apologize, we admit our wrongdoing or discourtesy, usually a reason for it, and express regret.

1	2	3	4	5
C	E	B	A	D

Paragraphs 2

Key:

1.The simplest way to apologize is to say “I’m sorry.”

2.Let’s take a common situation. Tom is late for class and enters the classroom.

3.What does he do? The most polite action is usually to make a seat as

<ul style="list-style-type: none"> - Writes the correct paragraphs into their notebooks. - Asks sts to prepare the lesson at home. - Follow the T 	<p>quietly as possible and apologize later.</p> <p>4. But if the teacher stops and waits for him to say something, he could apologize simply “I’m sorry I’m late”, ask permission to take his seat and sit down.</p> <p>5. Naturally, more than this is needed, but it is not the time for it because it has already caused some interruption and doesn’t need to make it any longer.</p> <p>3. Post-writing</p> <p>Sts’ re-ordered paragraphs in their notebooks.</p> <p><u>HOMEWORK</u></p> <p>Prepare the next part “ Language Focus”</p>
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 20

Week: 07

UNIT 3 WAYS OF SOCIALISING

Section E1: Language Focus

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

- Put the right stress on the two-syllable words
- Report the speech

II. Language content: Writing sentences with report the speech

III. Techniques

- Communicative approach.

IV. Teaching aids: handouts, textbooks ...

V. Procedure:

Teacher's and students' activities	Content				
<p>- Lists out a set of words and asking sts to put these words in correct column.</p> <p>- Follow the T</p> <p>- Leads sts to the new lesson.</p> <p>- Reads out the first principle and checks</p>	<p>Warm-up: <i>Put these words in correct column.</i></p> <p>Discuss-signal-report-instance-between-polite-student-across-language-waiting-famous</p> <table border="1" style="margin: 10px auto; width: 60%;"> <thead> <tr> <th style="text-align: center;">First syllable</th> <th style="text-align: center;">Second syllable</th> </tr> </thead> <tbody> <tr> <td style="height: 60px;"> </td> <td style="height: 60px;"> </td> </tr> </tbody> </table> <p>I/ Stress in two-syllable words: *PRESENT</p> <p><u>Principles for putting stress on two-syllable words:</u> <i>Stress may fall on the first or second syllable</i></p> <p>-For verbs, adjectives, adverbs or even prepositions that consist of long vowel or diphthong (except /əʊ/) in the second syllable, stress falls on the second syllable. <i>Ex: arrive, attract, correct, perfect, alone, inside...</i></p> <p>-But, if the second syllable consists of short vowel or diphthong /əʊ/ or ending with a consonant, stress falls on the first syllable.</p>	First syllable	Second syllable		
First syllable	Second syllable				

<ul style="list-style-type: none"> - Reads out the special cases and asks ss to copy - Follow the T - Asks ss to look at the textbook as well as to listen and repeat - Follow the T - Asks ss to make out sentences (with the given words) - Follow the T - Delivers handouts to ss and asks them to have a quick look at the handouts. - Asks ss to work individually-in pairs-groups. - Follow the T 	<p><i>Ex: open, borrow, lovely, sorry, rather...</i></p> <ul style="list-style-type: none"> -For nouns consisting of short vowel in the second syllable, stress is put on the first syllable <i>Ex: money, product, larynx...</i> -But, nouns consisting of long vowel or diphthong in the second syllable, stress is put on the second syllable <i>Ex: balloon, design, estate...</i> * <u>Some special cases</u> Abstract, conduct, contract, contrast, desert, escort, export, import, insult, object, perfect, permit, present, produce, protest, rebel, record, subject. -For verbs, stress is put on the second syllable -For nouns or adjs, stress is put on the first. *PRACTISE : 1.Linda Cupple is a social worker in my village 2.Shakespeare was a famous English writer 3.David Warren is Linda’s teacher’s doctor 4.Janet is having a number of problems 5.Michael is sailing across the river 6. Jenny is waiting for Michael to return. *PRODUCTION. 1.discuss 2.language 3. between 4.instance 5. report Homework: - Learn the principles to stress and steps to report speech - Prepare the next part
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VI. Comments

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Date of preparing:
Date of teaching:
Period: 21
Week: 07

UNIT 3: WAYS OF SOCIALISING
Section E2: Language Focus

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

- Put the right stress on the two-syllable words
- Report the speech

II. Language content: Writing sentences with report the speech

III. Techniques

- Communicative approach.

IV. Teaching aids: handouts, textbooks ...

V. Procedure:

Teacher's and students' activities	Content
<ul style="list-style-type: none"> - Asks ss to work individually-in pairs-groups. - Follow the T - Asks sts to work in pairs-groups. - Follow the T - Checks - Asks ss to work in a groups of two or three. - Follow the T 	<p>II/ Reported speech review: *PRESENT: Handouts *PRACTISE <i>Exercise 1:</i> 2.he worked for a big company 3.he was their marketing manager 4.the company had opened an office in HCMC 5.it had been very successful 6.he had been chosen to run an office in district 5 7. how long I had been studying E. 8. he didn't have much time to enjoy himself. 9. I would come and visit him in HCMC. 10.he would be successful in HCMC. <i>Exercise 2:</i> 2.was upset 3.was not interested 4.had promised to go to the cinema 5.had not turned up 6.did not want to see you 7.did not believe you had done 8.would talk to you later 9. had to be going then otherwise she</p>

Date of preparing:
Date of teaching:
Period: 22
Week: 08

UNIT 4: SCHOOL EDUCATION SYSTEM
Section A: Reading

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

- know about school education system in England
- talk about their problems in their studying

II. Language content

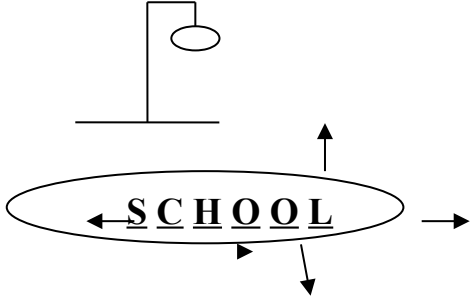
- Guessing meaning in context, scanning for specific information and passage comprehension.

III. Techniques

Communicative approach.

IV. Teaching aids: lesson plan, textbook,

V. Procedure:

Teacher's and students' activities	Content
<p>- Asks ss to close books</p> <p>- Follow the T</p> <p>- Gives instructions</p> <p>- Divides class into 2 groups</p> <p>- Asks ss to guess the word</p> <p>- Follow the T</p> <p>- Chooses the winner</p> <p>→ Leads sts to the lesson</p> <p>- Follows the steps for presenting vocabulary.</p> <p>- Asks sts to repeat the list of new words in chorus.</p> <p>- Follow the T</p> <p>- Calls some to read individually.</p>	<p>I/ Warm up: Hang man</p> <div style="text-align: center;">  </div> <p>SCHOOL EDUCATION SYSTEM</p> <p>II/ Pre- reading:</p> <p>+ <i>Vocabulary:</i></p> <ul style="list-style-type: none"> - academic year (n): năm học - parallel (adj): song song - category (n): loại, nhóm - fee- paying (adj): đóng tiền # free (adj): miễn phí - curriculum (n): chương trình học - → curricula - core (n): môn học chính - be made up of (v) = consist of (v): bao gồm

- Shows the statements on the bb
- Asks ss to read and run through difficult word if necessary
- Follow the T

- Have ss guess
- Calls on some ss to give the answers
- Asks ss to open books and read
- Gets feedback

- Asks ss to read the questions
- Makes sure ss understand
- Follow the T

- Have ss write the answers if enough time

*Checking vocabulary: ROR
 + *T/F statement prediction*:

• Keys:

1	2	3	4	5
T	F	T	F	T

III/ While reading :

Task1 .*Find words or phrases in the reading passage which have the following meaning:*

1. Schools in which all children can attend without paying tuition fees
2. A stage of study for children aged from 5 to 10
3. A stage of study for children aged from 11 to 16
4. Put into force by law
5. The examinations children sit at the end of compulsory education
6. A detailed plan for a course of study offered in a school for college

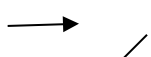
• Keys:

1. state schools
2. primary education
3. secondary education
4. compulsory
5. The General Certificate of Secondary Education
6. curriculum (n)

Task2. *Answer the questions.*

* Keys:

1. From the age of 5
2. 3 terms
3. The state school and the “ independent” or “public” school systems
4. Yes.
5. There are 3 core subjects (English, Maths, Science)
6. When the students finish the secondary school, they can take an examination called the General Certificate of Secondary Education



VI. Comments

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Date of preparing:

Date of teaching:

Period: 23

Week: 08

UNIT 4: SCHOOL EDUCATION SYSTEM

Section B: Speaking

I. Objectives: by the end of the lesson, sts will be able to talk about the education system in Vietnam.

II. Language content: Talk about the education system in Vietnam.

III. Techniques

Communicative approach.

IV. Teaching aids: lesson plan, textbook, posters.

V. Procedure:

Teacher's and students' activities	Content
- Asks sts to arrange these schools from low to high level. - Follow the teacher - Calls sts to give their answers on board.	I. Warm – up: University, nursery, primary school, college, kindergarten, secondary school. * <i>Key:</i> nursery, kindergarten, primary

VI. Comments

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Date of preparing:

Date of teaching:

Period: 24

Week: 08

UNIT 4: SCHOOL EDUCATION SYSTEM

Section C: Listening

I. Objectives: sts will listen to a conversation about Jenny's and Gavin's study in the past.

II. Language content: Listening comprehension

III. Techniques

Communicative approach.

IV. Teaching aids: lesson plan, textbook, cassette player

V. Procedure:

Teacher's and students' activities	Content
<ul style="list-style-type: none">- Gives intruction.- Sts listen- Starts the game.- Sts play the game	<p>I. Warm – up: <i>Write down five things that you do in your school days.</i></p> <ul style="list-style-type: none">• <u>Suggestions:</u><ul style="list-style-type: none">- doing exercises.- Learning lessons- Playing sports- Taking tests / exams- Listening to teachers- Making friends- Wearing uniform.

- Follows the steps to present voc.
- Asks sts to repeat the list of these words.
- Repeat after T

- Asks sts to work in pairs.
- Sts work in pairs

- Asks Ss to work in pairs.
- Lets read the .sentences before listening .
- Follow the T
- Plays the tape.
- Corrects mistakes (if any).

Lets Ss read the questions before listening to the tape.

- Follow the T
- Plays the tape once more.
- Helps Ss (If necessary)
- Corrects mistakes
- Sts copy

- Writing lessons
- Reading books
- Doing research
- Surfing internet

II. Pre – Listening:

1. Answer questions:

- What school subjects are you good at?
- Which ones do you enjoy most / least in your class? Explain why?

2. Pre – teach vocabulary:

- tearaway (adj): hung hăng, ngỗ ngáo
- disruptive (adj): phá phách
- methodical (adj): cẩn thận
- actually (adv):
- well – behaved (adj): có hạnh kiểm tốt
- struggle (v):

III. While – listening:

a. Task 1: Put a tick to the question to which the answer is “ Yes”.

S T T	Questions	Jenn y	Gavin
1	...work very	x	x
2	hard?		x
3	... your teachers?	x	
4	...behave well?		
5	...exams easily?	x	x
6	... carefully?your life?		

b. Task 2: answer the questions.

1. When he enjoyed the subjects.
2. He found it very difficult.
3. Because they were difficult for him to do it in a short time.
4. Because he went away to boarding school when he was quite young and he didn't like that. So schools weren't the best days of his life.

IV. Post – listening:

* Topic: Talk about the results of your

<ul style="list-style-type: none"> - Elicits - Gives comments. - Asks sts to do as required - Sts review the lesson at home 	<p><i>current exams at school and what you will do to prepare for the next exams.</i></p> <p>V. Homework:</p> <ul style="list-style-type: none"> - review the old lesson. - prepare for the new one
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 25

Week: 09

UNIT 4: SCHOOL EDUCATION SYSTEM

Section D: Writing

I. Objectives: By the end of the lesson, sts will be able to describe school education system in Vietnam.

II. Language content: Writing a report.

III. Techniques

Communicative approach.

IV. Teaching aids: lesson plan, textbook.

V. Procedure:

Teacher's and students' activities	Content
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<ul style="list-style-type: none"> - Gives sts this assignment. - Asks sts to work in groups. - Follow the T - Calls some to give their answers on board. - Follow the T - Remarks and leads sts to the new lesson: <i>Describing school education system in Vietnam.</i> - Asks sts to open their textbooks. - Makes sure that sts understand the exercise. - Asks sts to reread the reading passage to take out some similar structures. - Asks them to give their answers on board. - Follow the T - Gives suitable time to write their paragraph. - Goes around for help. 	<p>I. Warm – up: <i>Write words belonging to this heading: SCHOOLS.</i> * Suggestions: nursery, kindergarten, pre-school, primary school, high school, training center, technical college, university,</p> <p>II. Pre – writing: * <u>Vocabulary and structures:</u></p> <ul style="list-style-type: none"> - The academic year in ... runs from... to.... - The school year generally begins in - A school year consists of Terms. - to be divided into terms. - terms is from the beginning of ... - children start grade 1 when they are - Students continue school until they are - Schooling is compulsory for all children from the age of to <p>* <u>Tenses:</u> simple present.</p> <p>III. While writing: <i>Write a paragraph on the formal school education system in Vietnam.</i> * <u>Suggestion:</u> There are two levels of education in Vietnam: primary and secondary education. Children in Vietnam go to primary school at the age of six and move to secondary school when they are 11. Then they spend four years in lower secondary and 3 years in upper secondary. They usually finish secondary school at the age of 17. Schooling is compulsory for Vietnamese children until they finish lower secondary. The duration of the academic year</p>
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<p>- Asks sts to exchange their writings and correct errors together.</p> <p>- Follow the T</p> <p>- Calls one sts to write his answer on board and correcting his errors.</p> <p>- Follow the T</p> <p>- Gives sts this assignment.</p> <p>- Follow the T</p>	<p>is 35 weeks or nine months. It runs from September to late December and the second term starts in early January and ends in May.</p> <p>A national examination for GCSE is usually held in June for all students who finish high school.</p> <p>And then those who pass the GCSE exam are able to take the university or college entrance examination in July.</p> <p>IV. Post – writing:</p> <p>V. Homework:</p> <p>- Review the old lesson.</p> <p>- Prepare for the new one.</p>
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 26

Week: 09

UNIT 4: SCHOOL EDUCATION SYSTEM

Section E1: Language Focus

I. Objectives: By the end of the lesson, students will gain some knowledge of:

- Pronunciation: stress in two-syllable words.
- Grammar: Passive voice.

II. Language content: Do exercise about passive voice.

III. Techniques

- Communicative approach.

IV. Teaching aids: lesson plan, textbook, more exercises.

V. Procedure:

Teacher’s and students’ activities	Content																														
<p>- Enters the class but not let sts sit down and saying: - Writes “history, chemistry, politics and computing” on board and asks sts this question.</p> <p>- Leads sts to the new lesson.</p> <p>- Plays the tape and asking sts to listen to the words in “listen and repeat”.</p> <p>- Asks sts to listen to the tape again and put them into correct column. - Checks sts’ answers.</p> <p>- Asks sts to practise reading in pairs. - Calls some to read in front of class. - Plays the tape and asking sts to repeat in chorus. - Follow the teacher</p>	<p>I. Warm –up: - Now class, sit down if you like studying history. - sit down if you like studying chemistry. - sit down if you like politics. - sit down if you like computing. * <u>Questions</u>: What’s common about them?</p> <p>→ <u>Suggestion</u>: They are all subjects / three syllable words. * <u>Leading</u>: <i>stress in three-syllable words.</i></p> <p>II. Pronunciation: * <u>Listen and repeat</u>: ❖ <u>Suggestion</u>:</p> <table border="1" data-bbox="774 1014 1369 1489"> <thead> <tr> <th data-bbox="774 1014 968 1104">First syllable</th> <th data-bbox="968 1014 1173 1104">Second syllable</th> <th data-bbox="1173 1014 1369 1104">Third syllable</th> </tr> </thead> <tbody> <tr> <td data-bbox="774 1104 968 1149">- Algebra</td> <td data-bbox="968 1104 1173 1149">- statistics</td> <td data-bbox="1173 1104 1369 1149">- engineer</td> </tr> <tr> <td data-bbox="774 1149 968 1193">- carefully</td> <td data-bbox="968 1149 1173 1193">-</td> <td data-bbox="1173 1149 1369 1193"></td> </tr> <tr> <td data-bbox="774 1193 968 1238">- politics</td> <td data-bbox="968 1193 1173 1238">computing</td> <td data-bbox="1173 1193 1369 1238"></td> </tr> <tr> <td data-bbox="774 1238 968 1283">- physical</td> <td data-bbox="968 1238 1173 1283">-</td> <td data-bbox="1173 1238 1369 1283"></td> </tr> <tr> <td data-bbox="774 1283 968 1328">-</td> <td data-bbox="968 1283 1173 1328">September</td> <td data-bbox="1173 1283 1369 1328"></td> </tr> <tr> <td data-bbox="774 1328 968 1373">chemistry</td> <td data-bbox="968 1328 1173 1373">-</td> <td data-bbox="1173 1328 1369 1373"></td> </tr> <tr> <td data-bbox="774 1373 968 1417">-</td> <td data-bbox="968 1373 1173 1417">compulsory</td> <td data-bbox="1173 1373 1369 1417"></td> </tr> <tr> <td data-bbox="774 1417 968 1462">academic.</td> <td data-bbox="968 1417 1173 1462"></td> <td data-bbox="1173 1417 1369 1462"></td> </tr> <tr> <td data-bbox="774 1462 968 1507">- cinema</td> <td data-bbox="968 1462 1173 1507"></td> <td data-bbox="1173 1462 1369 1507"></td> </tr> </tbody> </table> <p>* <u>Practise reading these sentences</u>: (p 47-48)</p>	First syllable	Second syllable	Third syllable	- Algebra	- statistics	- engineer	- carefully	-		- politics	computing		- physical	-		-	September		chemistry	-		-	compulsory		academic.			- cinema		
First syllable	Second syllable	Third syllable																													
- Algebra	- statistics	- engineer																													
- carefully	-																														
- politics	computing																														
- physical	-																														
-	September																														
chemistry	-																														
-	compulsory																														
academic.																															
- cinema																															

VI. Comments

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Date of preparing:
Date of teaching:
Period: 27
Week: 09

UNIT 4: SCHOOL EDUCATION SYSTEM
Section E2: Language Focus

- I. Objectives:** By the end of the lesson, students will gain some knowledge of:
- Pronunciation: stress in two-syllable words.
 - Grammar: Passive voice.
- II. Language content:** Do exercise about passive voice.
- III. Techniques**
- Communicative approach.
- IV. Teaching aids:** lesson plan, textbook, more exercises.
- V. Procedure:**

Teacher's and students' activities	Content
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<ul style="list-style-type: none"> - Asks sts to do the exercise 1 individually. - Goes around for help. - Calls some to give their answers on board. - Follow the teacher - Asks sts to do the exercise 2 individually. - Goes around for help. - Calls some to give their answers on board. - Follow the teacher - Asks sts to do the exercise 3 individually. - Goes around for help. - Calls some to give their answers on board. - Follow the teacher - Gives sts this assignment. - Follow the teacher 	<p>III. Grammar: <i>Passive voice.</i></p> <p>a. Exercise 1:(p50) <u>Fill each blank with the simple present passive form of the verb in brackets.</u></p> <ol style="list-style-type: none"> 1. is divided 2. is separated 3. is set 4. is made up 5. is paid 6. are selected <p>b. Exercise 2: <u>Rewrite the following sentences using the passive voice.</u></p> <ol style="list-style-type: none"> 1. This school was built in 1997. 2. This dictionary was first published in 1870. 3. A surprise party is going to be organized by the students in my class. 4. The kitchen is being painted now. 5. “Romeo and Juliet” was written by Shakespeare in 1605. 6. Shakespeare’s tragedies have been translated into many language. 7. A new primary school has just been built in my village. 8. English will be spoken at the conference. 9. The floor hasn’t been cleaned yet. 10. The house will be repainted soon. <p>c. Exercise 3: <u>Fill in the spaces with the correct verbs in passive voice.</u></p> <ol style="list-style-type: none"> 1. was built 2. were sold 3. has been made 4. can be bought 5. are used 6. can be used 7. is stored 8. are done 9. must be told 10. can be done <p>IV. Homework:</p> <ul style="list-style-type: none"> - Review the old lesson - Prepare for the new one.
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VI. Comments

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Date of preparing:
Date of teaching:
Period: 28
Week: 10

REVIEW TENSES

I. Objectives: By the end of the lesson, sts will be able to revise the structures and the uses of tenses

II. Language content: Revise tenses

III. Techniques

Communicative approach.

IV. Teaching aids: posters, handouts, b.b...

V. Procedure:

Teacher's and students' activities	Content
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-T explains the grammatical points and gives examples.

- Sts take notes

- Sts take notes

- Sts take notes

The past simple tense

Exercise 1: Rewrite each sentence as a positive, negative, or question:

Example: He (watch)

watched a good programme on TV **last night**.

He **didn't watch** a good programme on TV last night.

Did he **watch** a good programme last night?

1. Mary (go) _____ shopping for me **yesterday**.
2. The policeman (drive) _____ away ten minutes **ago**.
3. The biscuit factory (close) _____ **last year**.
4. The headmaster (come) _____ to the school **in 1985**.
5. You (spend) _____ a lot of money **last month**.
6. I **last** (go) _____ to Spain **in 1990**.
7. The boy (finish) _____ their homework **yesterday**.
8. Rolf (buy) _____ the leather jacket **last week**.
9. I (have) _____ a little trouble with my car **last week**.
10. She (wash) _____ her clothes **last night**.
11. **This year** we (learn) _____ English.
12. **Look!** Peter (play) _____ football in the schoolyard.
13. **Be quiet!** The baby (sleep) _____
14. **Look!** The man (smoke) _____ there.
15. She (write) _____ to

- T gives exercises to sts and asks them to do
- Sts do exercises
- T corrects
- Sts take notes

her parents **now**.

16. My father (work) _____ in the garden **at the moment**.

17. John (listen) _____ to the radio **now**.

18. He (play) _____ chess **at the moment**.

Exercise 2: Choose the best answer.

1. Water _____ at 100 degree Centigrade.

- A. boil B. boils C. boiling
D. is boiling

2. George _____ to the movies very often.

- A. not go B. don't go C. doesn't go
D. not to

3. How many languages _____ ?

- A. do you speak B. are you speak
C. are you speaking D. will you speak

4. The swimming pool at 9.00 am and _____ at 6.30 pm

- A. open/ close B. opens / closes
C. opens/ close D. open / closes

5. Excuse me! I _____ for a phone book. Is there one here?

- A. is looking B. are looking C. am looking
D. looking

6. Would you like a cigarette? No, thanks, I _____.

- A. not smoke B. doesn't smoke C. don't smoke
D. am not smoke

7. Listen! Can you hear those people

next door? They _____

- A. is yelling B. are yelling
C. yells D. yell

8. Why _____ your coat today? It's very warm today.

- A. are you wear B. do you wear
C. you are wearing D. are you wearing

9. Where is Peter? He _____ a bath.

- A. is talking B. taking
C. is taking D. is takeing

10. I _____ your telephone number.

- A. not know B. don't know C. don't knew
D. am not knowing

11. Bad students never _____ hard

- A. works B. work
C. are working D. is working

12. The farmers _____ in the field now.

- A. is working B. are working C. work
D. working

13. Do you know the man who _____ there?

- A. is smoking B. are smoking
C. smoke D. smokes

14. Those children _____ for 2 hours every afternoon.

- A. sleep B. sleeps
C. is sleeping D. are sleeping

15. Light _____ faster than sound.

- A. travels B. travels
C. travel D. is travelling

16. Look! The policeman _____ after a pick pocket.

- A. are running B. is running
C. runs D. is runing

17. He usually _____ his work

VI. Comments

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Date of preparing:

Date of teaching:

Period: 29

Week: 10

TEST 45 MINUTES

Date of preparing:

Date of teaching:

Period: 30

Week: 10

TEST'S CORRECTION

Date of preparing:

Date of teaching:

Period: 31

Week: 11

Unit 5: HIGHER EDUCATION

Section A1: Reading

I. Objective: at the end of the lesson sts will be able to know more about higher education in England

II. Language content

- Guessing meaning in context, scanning for specific information and passage comprehension.

III. Techniques

Communicative approach.

IV. Teaching aids: textbooks, guidebook, and computer

V. Teaching procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none">- Asks sts to give the names of some universities in Vietnam and in the world (by looking on the screen)- Follow the teacher- Gives correction <ul style="list-style-type: none">- Asks sts to answer the Qs in the textbook.- Follow the teacher- Have sts give the answers.- Gives the correction.- applying steps of teaching vocabulary.- asking sts to repeat the list of these words.	<p><i>I. Warm up:</i> Pictures of some universities in Vietnam and in the world.</p> <p>II. PRE-READING Qs: - How do you say in English the names of these universities? - What university would you like to apply for and why?</p> <p>* Vocabulary</p> <ul style="list-style-type: none">• applicant (n): người xin học• application form (n): đơn xin học• blame (v): đổ lỗi• daunt (v): làm nản lòng

<p>- calling some to read individually.</p>	<ul style="list-style-type: none">• mate (n): bạn bè• scary (v): sợ hãi• undergraduate course: khóa học đại học <p>- campus (n) - existence (n)</p> <p>* <u><i>Rub out remember</i></u></p>
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 32

Week: 11

Unit 5: HIGHER EDUCATION
Section A2: Reading

I. Objective: at the end of the lesson sts will be able to know more about higher education in England

II. Language content

- Guessing meaning in context, scanning for specific information and passage comprehension.

III. Techniques

- Communicative approach.

IV. Teaching aids: textbooks, guidebook, and computer

V. Teaching procedure

Teacher's and students' activities	Content
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<p>- Asking sts to read the passage and do Task 1.</p> <p>- Having sts give the answers.</p> <p>- Giving the feedback</p> <p>- Asking sts to read the passage again and do Task 2</p> <p>- Having sts give the answers</p> <p>- Giving the feedback</p> <p>-Asking sts to look at the passage one more and do Task 3.</p> <p>- Having sts give the answers.</p> <p>- Going around to observe and give help.</p> <p>- Giving the feedback.</p> <p>- Asking sts to discuss these questions in groups.</p>	<p><u>III. WHILE- READING</u></p> <p><i>Task 1: complete the sentences</i> <i>campus blame scary challenge</i> <i>amazing</i></p> <ol style="list-style-type: none"> 1. The new library was built in the centre of the _____ 2. They _____ the rise in oil prices for the big increase in inflation. 3. That's the _____ story I've ever heard. 4. Intelligent boys like to study something if it really _____ them. 5. The new car goes at an _____ speed. <p>* <u>Key</u>:</p> <ol style="list-style-type: none"> 1. campus 2. blamed 3. scariest 4. challenges 5. amazing <p><i>Task 2: Find out who</i> Sarah : a / e Ellen : b / c Brender : d / f</p> <p><i>Task 3: Answer the questions</i> ❖ Lucky number</p> <p>-</p> <ol style="list-style-type: none"> 1. What this Sarah do on the first weekend? 2. Why did Sarah feel so lonely at the party? 3. What problems did Ellen have with her roommate? 4. What this Brenden think about his first year at college? 5. What doses the social calendars of the colleges provide him? <p><u>IV. POST- READING:</u></p> <p>- How do sts often feel when they leave home for their first year study at a</p>
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<ul style="list-style-type: none"> - Going around for help. - Correcting some common mistakes. - Giving sts this assignment. 	<p>university?</p> <ul style="list-style-type: none"> - What problem will you have when you start your new life at a university. How will you solve it? <p><u>V. HOMEWORK:</u> _____</p> <ul style="list-style-type: none"> -Ask sts to learn the words -Write a para of application process -Prepare Part B. SPEAKING
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 33

Week: 11

UNIT 5: HIGHER EDUCATION

Section B: Speaking

I. Objective: at the end of the lesson sts will be able to express their interests in tertiary study and can talk about the application process to tertiary study in Vietnam

II. Language content: speaking skill, practice speaking about the application process to tertiary study in Vietnam

III. Techniques

- Communicative approach.

IV. Teaching aids: textbooks, guidebook, and computer

V. Teaching procedure:

Teacher's and students' activities	Content
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- Shows the copies one by one and asks sts what they are.
- Asks question and leading sts to the new lesson.
- Follow the T

- Applies steps of teaching vocabulary.
- Asks sts to repeat the list of these words in chorus.
- Follow the T

- Asks sts to do Task 1
- Has sts read their ideas.
- Follow the T
- Gives the correction.

- Guides sts to do Task 2.
- Asks sts to read 7 statements individually.
- Follow the T

I. Warm up:

- Copies of an application form, an identity card, a birth certificate,
- Q: when do you need these things?

II. Pre – speaking:

◆ Vocabulary

- certificate/sə'tifikit/ giấy chứng nhận; chứng chỉ; văn bằng
- application form / ,æpli'keiʃn/(n) đơn xin việc
- entrance examination / 'entrəns/ kì thi vào
- GCSE: General Certificate of Secondary Education
Chứng chỉ giáo dục phổ thông trung học
- identity (n)
- obligatory (a)
- tertiary (n)
- reference letter
- application form
- Rub out and remember

III. While speaking:

Task 1: Tick those which are obligatory for you to be admitted to a university in VN.

** Suggested answer*

- .√.. an application form
- .√.. an identity card
- a reference letter
- .√.. a copy of the originals of your school certificate
- .√.. a birth certificate
- .√.. a copy of the record of your performance at school
- .√.. scores of the required entrance examination

Task 2: Ask and answer the questions about the application process to tertiary study in VN using the following cues.

Example:

A: When do you fill in and send the

VI. Comments

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Date of preparing:

Date of teaching:

Period: 34

Week: 12

UNIT 5: HIGHER EDUCATION

Section C: Listening

I. Objective: at the end of the lesson sts will be able to understand about the students' impression of university life, improve their listening skills, listen for main ideas and specific information.

II. Language content: Listening skill, know more about the problems when studying in a new school.

III. Techniques

Communicative approach.

IV. Teaching aids: textbooks, guidebook, and computer

V. Teaching procedure.

Teacher's and students' activities	Content				
<ul style="list-style-type: none"> - Asks sts some questions. - Calls sts to give the answers. - Follow the T - Asks sts to talk about problems sts may face when studying in a new school. - Follow the T - Guides sts to read and know the words 	<p>I. Warm up: <i>"What do you do after finishing this school? Do you continue to study? What university?"</i></p> <p>II. Pre – listening:</p> <ul style="list-style-type: none"> - Lead in: These are some problems that international sts get when studying at an oversea university. - Ask sts to match which difficulty sts may get to a solution. - Key: 1-b 2-a <table border="1" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">Problems</th> <th style="text-align: center;">Solutions.</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1. Oversea Ss are</td> <td style="text-align: center;">a. Try to find</td> </tr> </tbody> </table>	Problems	Solutions.	1. Oversea Ss are	a. Try to find
Problems	Solutions.				
1. Oversea Ss are	a. Try to find				

<p>-Asks sts to guess and then introducing the listening. - Follow the T</p> <p>- Explains some new words and helping sts read the new words. - Calls some to read individually. - Follow the T</p> <p>- Asks sts to read the statements & predicting which statement is T / F.</p> <p>- Asks sts to listen to the tape & checking T / F - Has sts give the answers and asking them to compare & comment. - Follow the T - Gives the correction.</p> <p>- Asks sts to read 5 statements and options, then guess the answers - Follow the T - Plays the tape 3 times; first all the tape, second pause after key words,</p>	<p>too shy to take questions. 2. There are too many things to read.</p>	<p>out which important items on the list. b. Should make full use of tutors.</p>
	<p>◆Vocabulary</p> <p>- proportion (n)= rate. - tutor (n)= teacher/ lecturer. Tutorial (adj) - available (adj)= suitable - appointment (n) Vietnamese. - AERD= Department of Agricultural extension and Rural Development . - majority (n): - international (adj): - agricultural (adj): - rural (adj): - thoroughly (adv):</p> <p>◆ True / False prediction:</p> <p>1. Christ has just finished his Master of Science course 2. He studied with many international sts. 3. He thought the sts from the other countries got on well on the course. 4. Some of the overseas sts were ready to take questions or problems to tutors 5. He gave some process of advice to international sts.</p> <p>III. While _ Listening: <i>Check True / False:</i></p> <p>1. T 2. T 3. T 4. F 5. T</p> <p><i>Task : Listen to the conversation between John and David and circle the best option to complete the following sentences:</i></p> <p>1. C 2. A 3. C</p>	

<p>third after Ss have their answers. - Goes around for help.</p> <p>- Asks sts to discuss the questions in groups. - Follow the T - Goes around for help. - Correcting some common mistakes.</p> <p>- Gives sts an assignment.</p>	<p>4. A 5. B</p> <p>IV. Post – listening: <i>Ask and answer the question: “Would you prefer to do an undergraduate course abroad or in your country?” Explain your choice</i></p> <p>V. Homework: - Learn by heart new words - Do all the tasks down - Prepare lesson 4</p>
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 35

Week: 12

UNIT 5: HIGHER EDUCATION

Section D: writing

I. Objective: at the end of the lesson sts will be able to express their ideas about how to write a letter of request, and write the letter of request.

II. Language content: formal expression

III. Techniques

Communicative approach.

IV. Teaching aids: textbooks, guidebook, computer

V. Teaching procedure:

Teacher's and students' activities	Content
<ul style="list-style-type: none">- Gives sts a sample letter, cutting the letter into 4 parts.- Asks sts to rearrange the letter, then find out which are the introduction, request, further information and conclusion.- Follow the T- Corrects and gives the key. - Asks sts to read the requirement and the out- line ,then underline the new words.- Explains the new words and helping sts read the new words .	<p><u>1. WARM - UP: 5'</u></p> <ul style="list-style-type: none">- The letter cut into 4 parts <p><u>2. PRE - WRITING: 10'</u></p> <p>◆Vocabulary</p> <ul style="list-style-type: none">- Undergraduate course.- Information about.- Tuition fees.- Accommodation.- Be impressed by.- Be interested in.- Could you.....?- Details of....

- Asks Ss read 4 parts of the letter.
- Divides the class into 4 groups to complete the sentences using the suggested words.
- Moves around to observe and gives help
- Follow the T

- Asks sts to write a passage.
- Has sts pay attention to the form of writing a passage.
- Moves around for help.
- Asks sts to hand in some of the first papers.

- Shows on the screen
- Asks sts to comment
- Asks sts to give correction & compare to choose the preferred paper.
- Follow the T
- Comments

Calls one student to write his answer on the board.

- Calls errors.
- Works in groups to rearrange the letter.
- Follow the T
- Gives the answer

- Write their own answers on the extra board
- Hanging the extra board on the board.
- Checking and correcting mistakes.

* **Check:** R.O.R

+**Task: Format of the letter of request.**

- Address and date
- Format greeting (Dear Sir/ Madam)
- Content of the letter:
 - + Introduction
 - + Request
 - + Further information
 - + Conclusion

- Formal expression (yours faithfully,) and signature.

+ **Task: Question & Answer**

1. Do you know about tertiary study in the UK through reading newspaper or watching T.V?
2. Why do you write the letter?
3. Did you finish secondary education? If not, when will you finish it?
4. Which course are you interested in? and where?(which university)
5. Which statement do you use to request some information about the admission requirement, tuition fee or exams?
6. Which statement do you use to end with a polite closing?

3. WHILE - WRITING: 15'

Task 1: Building sentences

Task 2: Complete the letter

30 Chu Van An Street
 Hoa Binh City, Viet Nam
 May, 5th,

2008.

Dear Sir,

VI. Comments

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Date of preparing:

Date of teaching:

Period: 36

Week: 12

UNIT 5: HIGHER EDUCATION

Section E: Language Focus

I. Objective: at the end of the lesson sts will be able to pronounce correctly the stress in words more than three syllables, use conditional sentences correctly.

II. Language content: subjects at school

III. Techniques

Communicative approach.

IV. Teaching aids: CD player, textbooks, computer, extra board

V. Procedure.

Teacher's and students' activities	Content
<ul style="list-style-type: none">- Giving the words.- Introducing the way to mark stress.- Explaining the rules in Vietnamese.- Giving some more examples.	<p>1. Warm up:</p> <ul style="list-style-type: none">- How many words are there in the box?

- Reading and asking students to listen to the teacher.
- Asking sts to read the words aloud.
- Playing the tape and asking sts to listen to the tape.
- Asking sts to practise reading in pairs.
- Correcting their mistakes if necessary.

economics
 psychology
 philosophy
 engineering
 sociology
 mathematics
 geographical
 archeology

2. Language focus

- Activity 1: Pronunciation:

economics	sociology
psychology	mathematics
philosophy	geographical
engineering	archeology

Practice reading aloud the sentences.

- Socio – linguistics is his favourite subject at the university
- English language proficiency requirements for undergraduate courses such as engineering and mathematics are considerably demanding.
- Some geographical names in Australia are very difficult to remember.
- The entrance examination to universities in Vietnam always takes place in July.
- Mathematics, Geography and Economics are his favourite subjects at Ha Noi National University.

GRAMMAR:

Presentation:

Handout: Match the words in A with those in B to make up the correct sentences.

- A
1. If you are lazy
 2. They would wait for you
 3. If I had known the answer
- B
- a. if you came earlier
 - b. I would have told you
 - c. You won't pass the exam.

- Asking sts to work in 6 groups and giving them handouts.
- asking each group to give their answer.
- Giving feedback.

- Asking sts to give the form of conditional sentences: type 1, 2, 3.
- Giving feedback.

- Dividing the class into 5 groups.
 - Giving instruction: Each group creates 1 sentence basing on the situations in the book.
 - Going around to observe and give help.
 - Give feedback.
-
- Asking sts to work in pairs to complete the sentences with the correct form of the verbs in brackets.
 - Giving enough time for Ss to do it.
 - Moving around to help if necessary.
 - giving feedback.
-
- Asking sts to do the exercise in 2 groups.
 - Observing
 - Listening to teacher and taking notes.
 - Listening to teacher.
 - Repeating the words.
 - Listening to the tape.
 - Practising reading in pairs.

+ **Keys:** 1. c 2. a 3. b

- Activity 2

Exercise 1: Work in pairs and complete the sentences using conditional sentence type 1

◆ **Suggested keys:**

1. You will not be allowed to take the entrance exam to a university.
2. If you are 10 minutes late.
3. You will not be allowed to take the exam.
4. You won't be allowed to submit your application form.
5. You won't be able to get into the exam room.

- Activity 3

Exercise 2: Express the situations using conditional sentence type 2.

◆ **Key:**

- G1 - 2. If Sarah liked school, she would study hard.
- G2 - 3. I would/could do the test if it was/were not too difficult.
- G3 - 4. Peter would read a lot if he found the time.
- G4 - 5. If I spoke Korean, I could translate this.
- G5 - 6. If they won't be afraid of flying, they would travel far a lot.

- Activity 4

Exercise 3:

Key:

1. have called 2.had installed 3. would have made 4.would have given
5. would have given 6.had had

VI. Comments

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Date of preparing:
Date of teaching:
Period: 37
Week: 13

UNIT 6: FUTURE JOBS
Section A: Reading

- I. Objective-** Help sts know something about a job interview.
 - Extensive reading: Multiple choice answers and T/F statements.
 - Passage comprehension.
- II. Language content:** Guessing meaning in context, scanning for specific information and passage comprehension.
- III. Techniques**
 - Communicative approach.
- IV. Teaching aids:** Pictures in the book, posters,
- V. Produces:**

Teacher's and students' activities	Content
	1. WARM UP:

- Dividing the class into 2 groups.

- Checking.

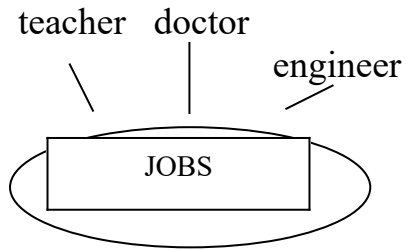
- Asking sts some questions.
- Asking sts to work in pairs to do exercise on p. 62

- Looking & listening.

- Playing the game.

- Copying.
- Answering the questions.
- Doing the exercise.
- Presenting new words.
- Following steps of presenting vocs.

- Asking sts to do Task 1 individually.
- Checking.
- Listening & writing new words .



→ introduce the title of the lesson

UNIT 6 : FUTURE JOBS

Questions :

1. Which job do you like best ?
2. Have you ever had a job interview ?
3. What should you prepare ?

2. PRE-READING:

★ Vocabulary:

- create / make an impression on

(v): Tạo ấn tượng

- vacancy (n): Vị trí bỏ trống

- resume (n): Sơ yếu lí lịch

- certificate (n): Giấy chứng nhận

- jot down (v): Tóm tắt

- keenness = eagerness (n): Sự

hăng hái

* Checking : R & R

Task 1: Complete the following sentences with the words in the box

**keenness , vacancy, jot down ,
résumé, vacancies**

1. There are over 3 million people unemployed and only 400,000

vacancies

2. Please attach a copy of your **résumé** and a photograph.

3. Remember to **jot down** some ideas before practising writing an essay.

4. He always shows his **keenness** for the arts

<ul style="list-style-type: none"> - Doing as directed. - Copying down. Giving instructions. - Asking sts to read the passage and do Task 2 in pairs. - Checking + correcting. - Doing task 2 in pairs (p.64). Asking sts to give the way to correct the statements if the answer is False. 	<p>3. WHILE-READING: 12' <u>Task 2: Decide whether the following statements are true (T) or false (F):</u> * Keys: 1. F 2. T 3. F 4. T 5. T 6. F 7. F 8. T</p>
<ul style="list-style-type: none"> - Letting sts work in groups - Getting them to speak out. - giving feedback orally. - (If there is time, let sts write the answers in paper. - Correct.) - Working in groups. - Speaking out. - (Ticking papers on the board.) - Giving comment & homework. - Taking notes. 	<p>IV. POST-READING: 8' Discussion * Question : <i>What should we do before/during/ after job review?</i></p> <p>V. HOMEWORK: 2' - Learn by heart the new words. - Reread the text. - Be ready for Section B .</p>

VI. Comments

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Date of preparing:
Date of teaching:
Period: 38
Week: 13

UNIT 6: FUTURE JOBS
Section B: Speaking

- I. Objective:** By the end of the lesson, students will be able to give their opinions about jobs
- II. Language content:** Talk about jobs
- III. Techniques**
Communicative approach.
- IV. Teaching aids:** Textbook, Handout, Pictures, Posters ...
- V. Procedures:**

Teacher's and students' activities	Content
<ul style="list-style-type: none"> - Giving instructions (2 teams) - Describing jobs through actions. - Introducing the lesson to sts. - Following steps of presenting vocabulary: Pictures, situations, translation. - Showing poster and giving explanations. - Remarking. - Running through the task. - Giving instructions and acting as a model. - Asking sts to work in pairs. - Going around to help sts. - Checking and giving Feedback. - Explaining the request. - Checking some groups. - remarking. - Giving topic. - Listening to teacher. - Guessing. - listening to teacher. - Listening, looking, guessing, repeating, and copying. - Going to the board to match. - Listening to teacher. - Listening and practising the exercise in pairs. - Presenting in front of class. 	<p>1. Warm-up: <i>Guessing the jobs</i></p> <p>Engineer, teacher</p> <p>2.Pre-speaking: New words: 10'</p> <ul style="list-style-type: none"> - irrigation system (n): - electrician (n): - working condition (n): - fantastic (adj): - fascinating (adj): - rewarding (adj): <p>Checking: R&R</p> <p>* Task 1: <i>Matching a job in A with at least 2 descriptions in B.</i></p> <p>Key: <i>A doctor: take care ..., help save ...</i> <i>A farmer: construct ..., apply new</i> <i>A tourist guide: find good ..., take people ...</i> <i>A writer: tell stories... , create imaginary</i></p> <p>3. While-speaking:</p> <p>* Task 2: <i>Discuss which of the jobs in A you would / wouldn't like to do.</i></p> <p>◇ Example: A: Which of them would you like to do in the future? B: I would like to work as ... A: Why? B: Working as</p> <p>A: And which of them wouldn't you like to do? B:</p> <p>4. Post-speaking: * Task 3: <i>Talk about a job you may do after you finish school.</i></p>

<ul style="list-style-type: none"> - Discussing in groups of four sts. - Presenting. - Taking notes. 	<p>5. Homework: In about 50 words write a paragraph about your future jobs</p>
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 39

Week: 13

UNIT 6: FUTURE JOBS

Section C: Listening

I. Objective: By the end of the lesson, students will be able to recognize manufacturing jobs and service jobs, use information to talk to each other and practise listening skill.

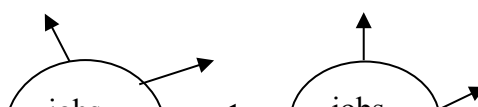
II. Language content: Listening comprehension

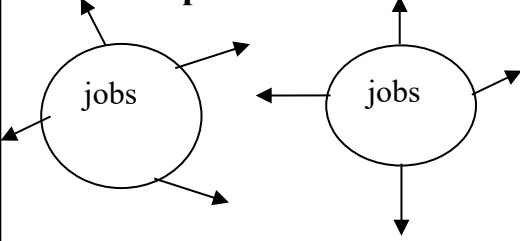
III. Techniques

Communicative approach.

IV. Teaching aids: Textbook, Handout, Pictures, Posters ...

V. Procedure:



Teacher's and students' activities	Content
<ul style="list-style-type: none"> - Dividing the class into 2 groups. - Asking sts to play game. - Choosing the winner. - Asking sts these questions. - Asking question 3 and leading sts to the lesson. <ul style="list-style-type: none"> - Following steps of presenting new words. - Checking vocabulary. - Asking sts to guess. - Writing sts' ideas on the board and leading in Task 1. <ul style="list-style-type: none"> - Asking sts to look at the boxes carefully. - Explaining what they will hear in the boxes. - Playing the tape. - Asking sts to share the answer with their friends. - Asking sts to give the answers. - Correcting. <ul style="list-style-type: none"> - Asking sts to read the statements carefully. - Running through these statements. - Playing the tape again. - Calling some sts to give the answer. - Correcting. 	<p>I. Warm up: <i>network</i></p>  <p>Questions:</p> <ol style="list-style-type: none"> 1. Which job do you like to do in the future? 2. Which is the most popular jobs in Viet Nam? 3. What are the differences between these jobs? <p><u>II. New lesson:</u></p> <p><i>1. Pre listening:</i></p> <p><u>Pre – teach vocabulary:</u></p> <ul style="list-style-type: none"> - workforce(n): - wholesale(n): - retail(n): - service(n): <p>* <u>Rub out and remember</u></p> <p><i>2. While- listening:</i></p> <p><u>Set the scene:</u></p> <p><i>Today we will listen about some recent changes in the job of American workers.</i></p> <p><u>Sts' ideas:</u></p> <p>-.....</p> <p>-.....</p> <p>-.....</p> <p><i>☞ Task1: Listen to the passage and fill in the missing words in the boxes</i></p> <p>* <u>Answer:</u></p> <ol style="list-style-type: none"> 1. manufacturing 2. service 3. transportation 4. finance 5. service <p><i>☞ Task2: Listen again and decide</i></p>

<ul style="list-style-type: none"> - Introducing the exercise. - Asking sts to work in group. - Giving cues for sts to summarize - Calling some groups to present. - Giving sts this assignment. - Playing a game. - Clapping their hands. - Answering. - Listening to teacher. - Listening - Repeating - Copying down. - Playing a game. - Guessing - Listening to teacher. - Looking at the box. - Observing - Taking notes. 	<p><i>whether the statements are True (T) or False(F).</i></p> <p>* Answer:</p> <p>1. T 4. F 2. T 5. F 3. T</p> <p>3. Post – listening: <i>Summarize some of recent changes in US job market by using the information in Task1 and Task2</i></p> <p>* Cues:</p> <ul style="list-style-type: none"> - One hundred years ago - Today - By the year 2020 - manufacturing jobs - service jobs <p><u>III. Homework:</u> Prepare writing</p>
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 40

Week: 14

UNIT 6: FUTURE JOBS

Section D: Writing

I. Objectives:

1. Knowledge: write a formal letter of job application
2. Skill: writing
3. Educational aim: By the end of this lesson, students will be able to write a formal letter of job application

II. Language content: write a formal letter

III. Techniques

Communicative approach.

IV. Teaching aids: chalk, blackboard, real objects.

V. Procedure:

Teacher's and students' activities	Content
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- Instructing students.
- Giving scores and then praising the winner.
- Leading sts to the lesson.

- Asking sts to read the advertisement and fill in the notes.

- Calling some to give their answer.
- Remarking.

- Giving instructions.
- reviewing sts form of a formal letter.

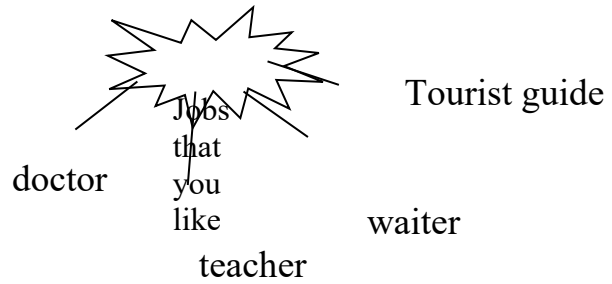
- Giving sts suitable time to write their letter.
- Going around and controlling the class.
- Asking sts to write on the posters.

- Choosing the writings of two sts.
- Sticking the posters on the board.
- giving comment.

- Listening to teacher.
- Working in groups.

I. Warm up:

Name some jobs that you like



Keys:

II. Pre-writing:

Task 1:

Read the following advertisement and fill in the notes. (page 68)

* Keys:

Type of job: *tour guide*

Level of education needed: *high school diploma.*

Work experience: *experience as a tour guide, fluent English*

Character and interests: *good manner, willing to work hard for long hours*

Task 2: *write a letter to Vinatour, applying for the job mentioned in the advertisement in task 1. your letter should include the following detail (page 69)*

III .While – writing:

Write a letter

IV. Post – writing:

Flat 3, 324, Ly Thuong Kiet Street
Hanoi

16, October, 2008

Hanoi Vina tour

259, Nguyen Du street, Hanoi

Dear Sir,

I am writing in reply to your advertisement in the Vietnam News for experienced English-speaking local guides to accompany foreign visitors on trip throughout Vietnam.

I think I meet all of the qualifications that you specify. I was awarded High School Certificate two years ago. After

<ul style="list-style-type: none"> - Reading the advertisement and filling in the notes. - Giving their answer. - Opening the book and checking. - Listening to teacher and giving form of a formal letter. - Working individually. - Observing and taking notes. - Following the teacher's guiding. 	<p>leaving high school, I worked as an accountant in a small travel agency for one year, where I was given a training course on tourism. Then I had one year of experience as a tour guide so I know many tourist areas in Vietnam and have a basic knowledge of Vietnamese culture, history and geography.</p> <p>I speak English fluently. In addition, I am a sociable and confident person and can work hard for long hours. I would like to work for you and would appreciate the opportunity to discuss this position with you in person.</p> <p>I am looking forward to hearing from you at your convenience.</p> <p>Your faithfully, Lan,</p> <p>V. Homework: Rewrite your letter .</p> <p>—</p>
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 41

Week: 14

UNIT 6: FUTURE JOBS

Section E: Language Focus

I. Objectives: Pronunciation: Weak and strong forms of some conjunctions and prepositions

Grammar: Relative clauses

II. Language content: Writing sentences with relative clauses

III. Techniques

Communicative approach.

IV. Teaching aids: Lesson plan, textbook, small boards....

V. Procedures:

Teacher's and students' activities	Content
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- Stick the exercise on board.
- Asking sts to fill in each blank with a suitable pre.

- Reading these sentences as a model, asking sts to pay attention to strong form and weak form of these prepositions.

- Leading sts to the new lesson.

- Following teacher.
- Filling blank with suitable preposition.

- Listening to teacher.
- Showing sts how to pronounce these words.

- Playing the tape.

- Getting sts to repeat in chorus and individually.

- Reading each sentence as model twice.

- Letting sts read sentences themselves.
- Listening to the teacher.
- Listening to the cassette & repeating sounds in chorus & individually.

- Listening to the teacher carefully.
- Practising reading.

- Asking ss to do the ex about 10 minutes.

- Getting sts to give the answer.
- Checking & correcting the answers .

I. WARM UP :

* **Exercise:** *Fill in each blank with a suitable preposition:*

and, but, at, for, from, of, to

1. It is small but very heavy.
2. Daisy and her friend are eating ice-cream.
3. He was looking at/for the children in the park.
4. They drove to Glasgow last night.
5. He has a painting of Rome.
6. The picture is a present for you.
7. Where are you from ?

II. PRONUNCIATION:

- Listen and repeat.

- Practise the sentences.

III. GRAMMAR

➤ **Exercise 1:** *Add who, whoever, whose, whom or which to complete the sentences.*

* **Keys:**

- | | |
|------------|----------|
| 1. whom | 2. which |
| 3. whoever | 4. which |
| 5. which | 6. who |
| 7. whose | 8. who |
| 9. which | 10. whom |

➤ **Exercise 2:** *Join the following sentences in two ways.*

Example:

<p>- Having sts do Ex. 2.</p> <p>- Explaining the structures, using the examples in the textbook.</p> <p>- Asking sts to do the ex about 10 minutes.</p> <p>- Getting sts to give the keys.</p> <p>- Checking & correcting the answers .</p>	<p>Look at <u>the man</u>. <u>He</u> is teaching in the classroom.</p> <p>→ <i>Look at the man who is teaching....</i> (use WHO – relative pronoun to join)</p> <p>→ <i>Look at the man teaching....</i> (Reduced forms)</p> <p>* K * Keys:</p> <p>1. I read a book that was written by a friend of mine.</p> <p style="padding-left: 40px;">I read a book written by a friend of mine.</p> <p>2. A man who was carrying a lot of money in a box got on the bus.</p> <p style="padding-left: 40px;">A man carrying a lot of money in a box got on the bus.</p> <p>3. In the street there were several people who were waiting for the shop to open.</p> <p style="padding-left: 40px;">In the street there were several people waiting for the shop to open.</p> <p>4. Britain imports many cars which/that were made in Japan.</p> <p style="padding-left: 40px;">Britain imports many cars made in Japan.</p> <p>5. There are a lot of people in your office who want to talk to you.</p> <p style="padding-left: 40px;">There are a lot of people in your office wanting to talk to you.</p> <p>6. The cowboy who had been wounded by an arrow fell off his horse.</p> <p style="padding-left: 40px;">The cowboy wounded by an arrow fell off his horse</p> <p>HOMEWORK :</p> <p>- Prepare TEST YOURSELF B</p>
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<ul style="list-style-type: none"> - Giving homework. - Taking notes. 	
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 42

Week: 14

TEST YOURSELF B

I. Objectives:

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

- Review sts' knowledge of Unit 10
- Check themselves their skills in reading, speaking, listening, and writing.
- Improve their knowledge through the test yourself.

II. Language content

- Review skills: reading, speaking, listening, and writing.

III. Techniques

- Communicative approach.

IV. Teaching aids: Textbook, tape, cassette player, board, hand-outs...

V. Procedure

Teacher's and students' activities	Content
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- Going through the sentences in textbook to make sure sts understand them.

- Playing the tape twice and asking sts to fill in the blank.
- Playing the tape one more time and checking sts' answers.
- Remarking.

- Running through words in the box.
- Giving sts suitable time to read the passage and do the exercise in groups.
- Calling some to give their answers on board.
- Remarking.

- Going through the sentences in textbook.
- Asking sts to do the exercises in pairs.
- Going around for help.
- Calling some to write their answers on board.
- Remarking.

I. Listening: *Listen to the passage about children education and complete the following sentences:*

1. sorts of things
2. learn at all
3. things for themselves
4. make them go
5. a certain age

II. Reading: *Read the passage and fill in each blank with a suitable word from the box.*

1. final
2. requirements
3. when
4. courses
5. subjects
6. qualifications
7. graded
8. equivalent
9. count
10. who

III. Grammar:

➤ Exercise A: *Finish each of the following sentences in such a way that it is similar in meaning to the original sentence.*

1. The windows have been cleaned.
2. A supermarket is going to be built in this area.
3. Lan is said to have won a special prize.
4. If you listen carefully, you will know what to do.
5. If I had a car, I would give you a lift.
6. If we had brought a long a city map, we wouldn't have got lost.

➤ Exercise B: *Join the sentences, using relative clauses.*

1. The girl who answered the phone told me you were out.
2. The chair that was broken two days ago has now been repaired.

<ul style="list-style-type: none"> - Explaining the exercise to make sure sts understand it. - Giving suitable time for sts to write their letter. - Going around to give help. - Correcting some common errors. - Listening to teacher. - Listening and taking notes. 	<p>3. I saw some people whose car had broken down.</p> <p>4. I recently went back to my hometown where I was born.</p> <p>IV. Writing: <i>Write a letter of application for the University's Employment Service.</i></p> <p>☞ <u>Cues:</u></p> <ul style="list-style-type: none"> - Reasons for writing - English proficiency - Computer skills - Qualifications - Work experience - Character and interest <p>V. Homework:</p> <ul style="list-style-type: none"> - Review unit 4, 5, 6 for the second 45' test.
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 43

Week: 15

UNIT 8: LIFE IN THE FUTURE

Section A1: Reading

I. Objective: By the end of the lesson, Ss will be able to know what life will be like in the future

According to the prediction of the pessimistic and the optimistic.

II. Language content

- Guessing meaning in context, scanning for specific information and passage comprehension.

III. Techniques

Communicative approach.

IV. Teaching aids: textbook, picture, posters, ...

V. Procedure:

Teacher's and students' activities	Content
	I. Warm – up:

- Letting sts look at the picture of a robot and then asking the questions:
- Getting sts to answer the questions and leading them to the new lesson.
- Looking at the picture and answering questions.
- Answering questions.

- Giving sts the list of these words on board.
- Asking sts to repeat in chorus.
- Calling some to repeat in individually.
- Playing a game to check their vocabulary.

- Asking sts to look at these questions in their textbooks and working in pairs.
- Calling on some pairs to present their ideas.
- Taking notes.



☞ **Questions:**

1. What's this?
2. Do you have a robot at home?
3. When do you have a robot?

→ *Our lesson today is about "Life in the Future".*

II. Pre-reading.

1. Pre-teaching vocabulary.

- pessimistic (adj.) ≠ optimistic: bi quan ≠ lạc quan (antonym)
 - terrorist (n.): someone who frightens, hurts, or kills others : khủng bố (explanation)
 - depression (n.): sự khủng hoảng (translation)
 - burden (n.): a heavy load: gánh nặng (explanation)
 - spacecraft (n.) # spaceship: tàu vũ trụ (synonym)
- Checking understanding: Rub out and Remember

2. Pre-reading. (open-prediction)

- a. Do you think life will be better in the future?
- b. List three things that might happen in the future.

VI. Comments

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Date of preparing:

Date of teaching:

Period: 44

Week: 15

UNIT 8: LIFE IN THE FUTURE

Section A2: Reading

I. Objective: By the end of the lesson, Ss will be able to know what life will be like in the future

According to the prediction of the pessimistic and the optimistic.

II. Language content

- Guessing meaning in context, scanning for specific information and passage comprehension.

III. Techniques

Communicative approach.

IV. Teaching aids: textbook, picture, posters, ...

V. Procedure:

Teacher's and students' activities	Content
	III. While-reading.

- Running through these statements in textbook.
- Asking ss to match A with B individually and then compare with their peers.
- Going around for help.
- Calling on some sts to write their answers on the board.
- Giving feedback.

- Asking sts to skim the questions to understand them and do the task individually.
- Asking sts to discuss their answers with their peers.
- Calling on some sts to write their answers on the board and asking them to explain their choices.
- Giving feedbacks and giving the correct answers.

- Going through these sentences.
- Asking ss to work in pairs and then giving the answers.
- Remarking.
- Listening to teacher.
- Doing the exercise.

Set the scene: You are going to read a passage about life in the future and do the following tasks.

📖. Task 1. Match the definitions in column A with the words or phrases in column B.

Answer key: 1.c 2.e 3.b 4.a
5.f 6.d

📖. Task 2. Answer the following questions.

(Comprehension Questions)

1. What will happen in an economic depression?

→ *Many large corporations will be wiped out and millions of jobs will be lost.*

2. Why, according to pessimists, will the security of the earth be threatened?

→ *The security of the earth will be threatened by terrorism as terrorist groups will become more powerful and more dangerous.*

3. What will life be like in the future, according to optimists?

→ *People will be living in much cleaner environment, breathing fresher air and eating healthy food. They will also be better looked by a modern medical system. Domestic chores will no longer be a burden thanks to the inventions of labor-saving devices.*

4. What are the most important factors that will bring about dramatic changes in different aspects of our lives?

→ *They are developments in micro-technology computer and telecommunication.*

📖. Task 3. Make a cross (x) to choose what technologies that will influence our life in the future belong to what notes.

IV. Post-reading. (Discussion)

Discuss the advantages of robots.

<ul style="list-style-type: none"> - Skimming the questions and doing the ex. - Discussing their answers with their partners. - Writing their answers on board. - Write a paragraph 	<p>V. Homework. Write a paragraph about the disadvantages of robots.</p>
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 45

Week: 15

UNIT 8: LIFE IN THE FUTURE

Section B: Speaking

I. Objective: By the end of the lesson, Ss will be able to say the predictions that are likely or unlikely to happen by the end of the 21st century.

II. Language content

- Talking about the predictions

III. Techniques

Communicative approach.

IV. Teaching aids: textbook, posters, ...

V. Procedure:

Teacher's and students' activities	Content
<ul style="list-style-type: none"> - Showing a poster with words on it in front of the class and then asking 	<p>I. Warm-Up. <i>(Kim's Game)</i></p>

sts to try to learn them by heart in 1’.

- Asking to work in groups (A & B) and write the words on the board. (one person one word).
- Giving feedback and then declaring the winner.
- Looking at the poster and trying to remember as many words as possible.

- Working in groups and writing the words on board.
- Showing the newspaper cuttings from the future in front of the class and asking the following questions to introducing the future perfect tense to sts.
- Reviewing sts the Future Perfect Tense
- Setting the scene.

- Asking sts to look at the first newspaper cutting from the future and giving an example.
- Letting sts do the same with the rest in pairs.
- Going around the class to help .
- Calling on some sts to say what will have happened.
- Giving feedback.
- Following teacher.
- Calling on 3 ss to presents their ideas in front of the class.
- +1st student presents his / her idea.
- + 2nd student repeats his / her friend’ idea and then presents his / her idea.
- +3rd student repeats his / her friend’ ideas and then presenting his / her idea.
- playing the game giving sts an assignment.

CHINESE ASTRONAUTS LAND ON MARS

➤ **Leading questions:**

1. Have you traveled to Mars?
2. When will you go to Mars?

→ *Today we will say what will happen in the*

II. Pre-speaking.

1. What will happen in 2099? → Chinese astronauts will land on Mars.
2. What will have happened by 2100? → Chinese astronauts will have landed land on Mars.

Set the scene: *We are going to say what will have happened by the end of the 21st century.*

III. While-speaking.

Task 1. *Look at the newspaper cuttings from the future, and say what will have happened by the end of the 21st century.*

Example: By the end of the 21st century, *Chinese astronauts* will have **landed on Mars.**

Answer key:

- By the end of the 21st century, the third city on the moon will have been opened. The new city will have had the population of over 200,000 people.
- By the end of the 21st century, scientists will have found a cure for the common cold.
- By the end of the 21st century, the oldest world citizen will have celebrated her 150th birthday.
- By the end of the 21st century, Vietnam tourism will have welcomed the fiftieth holiday-maker back from the Jupiter.

	- By the end of the 21 st century, the first car running on sea water will have finished.
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 46

Week: 16

UNIT 8: LIFE IN THE FUTURE

Section C: Listening

I. Objective: By the end of the lesson, sts will be able to know about people’s life expectancy in the future.

II. Language content

- Listening and understanding comprehension questions

III. Techniques

Communicative approach.

IV. Teaching aids: textbook, lesson plan, tape.

V. Procedure:

Teacher’s and students’ activities	Content
- Asking sts to work in groups	I. Warm-up : <i>(Network)</i> eating healthy food

(A&B) and make a list of words related to “*how to have a long and healthy life*” .

- Reminding sts that each of them only writes a way to have a long and healthy life.
- Working in groups.
- Listening to teacher.

.

- Following steps of presenting vocabulary.
- Asking sts to repeat the list of these words in chorus.
- Calling some to read individually.
- Setting the scene.
- Running through the statements.
- Asking sts to work individually in 2’.
- Listening to teacher and taking notes.
- Repeating in chorus.
- Reading individually.

- Listening to teacher and taking notes.

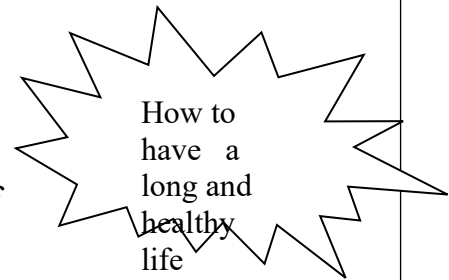
- Working in 2 minutes.
- Remarking.

going to bed early

doing exercise

laughing a lot

eating a lot of meat



→ *Today we will listen to the interview about people’s life expectancy in the future.*

II. Pre-listening.

1. Pre-teaching vocabulary.

- life expectancy (n.): tuổi thọ dự tính
- incredible (adj.) # unbelievable: không thể tin được .
- centenarian (n.): người sống tới trăm tuổi
- fatal (adj.): that brings death : chết người, chí tử. - eradicated (adj.): destroyed completely

2. Pre-listening.

➤ *Predict whether the following statements are true (T) or false (F). (T/F Prediction)*

	T	F
Statements		
1. Nobody can predict how long we will be able to live in the 21 st century		x
2. People’s general health will improve because they eat a lot of mushrooms.		x
3. Nowadays, if people look after themselves, they can live to be 90.		x
4. Within 30 years, 80% of cancer will be curable.	x	
5. Eternal life isn’t impossible.	x	

III. While-listening.

<ul style="list-style-type: none"> - Listening to the tape and checking their prediction. - Comparing their answers with their peers. - Listening to teacher and the tape. - Comparing their answer with their peers. - Writing their answer on board. - Taking notes. - Giving the topic. - Asking sts to work in group of 4. - Going around the class to give help (if sts don't have many ideas, teacher should provide some suggested ideas for them). - Calling on some groups to presents their ideas in front of the class. - Listening to teacher. - Working in groups. - Presenting their ideas in front of class. - Giving sts an assignment. - Doing the exercise at home. 	<p>➤ Task 1 . Check sts' predictions. 1. F 2F 3 T 4 T 6F 7F 8T 9T 10F</p> <p>➤ Task 2. Listen again and answer the questions about the interview. (comprehension questions)</p> <p>1. What are the factors that help people have longer life expectancy according to Dr. Davis? → <i>Eating more healthily, cutting down on things like butter, alcohol and cigarettes.</i></p> <p>2. Which factor is the most important one? → <i>The development in medical science.</i></p> <p>3. What will we have been able to do about AIDS in ten years' time? → <i>In ten years' time AIDS will also be brought under control.</i></p> <p>IV. Post-listening. (Discussion) <i>Discuss the advantages of having a very long life.</i></p> <p>Suggested ideas:</p> <ul style="list-style-type: none"> - do many things they want to enjoy life more - see their children and grandchildren grow up - help their children and grandchildren - children and grandchildren are happy with them - <p>V. Homework. Write a paragraph about the disadvantages of having a very long life.</p>
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 47

Week: 16

UNIT 8: LIFE IN THE FUTURE

Section D: Writing

I. Objective: By the end of the lesson,

- Ss will be able to write about the world in which they would like to live in the year 2020

II. Language content: Writing to give instructions

III. Techniques

Communicative approach.

IV. Teaching aids: textbook, lesson plan, tape.

V. Procedure:

Teacher's and students' activities	Content
<ul style="list-style-type: none">- Asks sts to work in groups (A&B) and making a list of words related to "ideal world".- Reminds sts that each of them only writes a measure to have an ideal world.- Asks sts to work in 2 minutes.- Follow the T- Goes around for help.- Checks with the whole class and then declaring the winner. <ul style="list-style-type: none">- Leads sts to the new lesson.- Works in groups and takes notes their answer. <ul style="list-style-type: none">- Listens to teacher.	<p>I. Pre-writing.</p> <p>1. Pre-teaching vocabulary.</p> <ul style="list-style-type: none">- conflict (n.)# fight: cuộc xung đột- threat (n.): promise to hurt someone if he does not do what you want: sự đe dọa- harmony (n.): sự hòa thuận .- desire (n.): strong wish: khát vọng, khát khao.- materialistic (adj.): nặng về vật chất- concern (n.): what you are interested in or think is important: mối quan tâm. <p>2. Pre-writing.</p> <p>❖ Task 1. <i>Your school organizes a competition for students to write about The world in which you would like to live in the year 2020. Below is an essay by one of the students. Read and answer the questions about it.</i></p> <p>1. What are the student's concerns about:</p> <ul style="list-style-type: none">• world peace? (peaceful world, no wars, no conflicts, no threat of terrorism, people live in harmony)• employment? (everyone has a job)

<ul style="list-style-type: none"> - Doing the exercise in 2'. - Giving their answer and listening to teacher. - Listening to teacher and taking notes. - Repeating in chorus. - Reading individually. - Listening to teacher. - Working in pairs. - Presenting their ideas. - Taknig notes. - Forming structures and tenses for the writing. - Working in groups. - sticking their answer on board. 	<ul style="list-style-type: none"> • the environment? (clean and healthy, less noise, less pollution, larger parks, wildlife is protected) • the people? (less materialistic, less selfish, less violent and more loving) <p>2. What are your concerns about:</p> <p>III. While-writing.</p> <p>❖ Task 2. <i>Write about the ideal world in which you would like to live in the year 2020, using the ideas you have discussed in task 1.</i></p> <p style="text-align: center;"><i>(write-it-up)</i></p> <p>+ Structure: will / won't + Vo wish + S + will + Vo</p> <p>+ You may start your writing with:</p> <p style="text-align: center;"><i>My ideal world will</i></p>
<ul style="list-style-type: none"> - Doing it at home. 	<p>IV. Post-writing. Sharing and comparing</p> <p>V. Homework.</p> <ul style="list-style-type: none"> • Write your writing in the notebook. <p>Prepare LANGUAGE FOCUS.</p>

VI. Comments

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Date of preparing:

Date of teaching:

Period: 48

Week: 16

UNIT 8: LIFE IN THE FUTURE

Section E1: Language Focus

I. Objective: By the end of the lesson, Ss will be able to use contracted forms of auxiliaries, prepositions and articles exactly.

II. Language content: Forms of auxiliaries, prepositions and articles

III. Techniques

Communicative approach.

IV. Teaching aids: textbook, posters, handouts, ...

V. Procedure:

Teacher's and students' activities	Content																						
<ul style="list-style-type: none">- Asking sts to match A with B.- Asking sts to work individually in 2 minutes.- Remarking. - Matching - Working individually. - Listening to teacher. - Leading sts to the new lesson. - Modeling the sounds of the full and contracted forms of auxiliaries.(with the tape).- Asking sts to repeat the sounds	<p>I. Warm- up (<i>Network</i>) <i>Match the full forms of auxiliaries in column A with the contracted forms of auxiliaries in column B.</i></p> <table border="1"><thead><tr><th>A</th><th>B</th></tr></thead><tbody><tr><td>1. I have</td><td>a. it's</td></tr><tr><td>2. you have</td><td>b. she's</td></tr><tr><td>3. he has</td><td>c. I've</td></tr><tr><td>4. she has</td><td>d. you've</td></tr><tr><td>5. it has</td><td>e. he's</td></tr><tr><td>6. I have not</td><td>f. he hasn't</td></tr><tr><td>7. you have not</td><td>g. it hasn't</td></tr><tr><td>8. he has not</td><td>h. I haven't</td></tr><tr><td>9. she has not</td><td>i. you haven't</td></tr><tr><td>10. it has not</td><td>j. she hasn't</td></tr></tbody></table> <p>1. c 2. d 3. e 4. b 5. a 6. h 7. I 8. f 9. J 10. g → Today you will learn how to pronoun the full and contracted forms of auxiliaries.</p> <p>II. Pronunciation. ❖ <i>Practise reading these sentences.</i></p> <ol style="list-style-type: none">1. I've got something for you.2. You've got something for me?	A	B	1. I have	a. it's	2. you have	b. she's	3. he has	c. I've	4. she has	d. you've	5. it has	e. he's	6. I have not	f. he hasn't	7. you have not	g. it hasn't	8. he has not	h. I haven't	9. she has not	i. you haven't	10. it has not	j. she hasn't
A	B																						
1. I have	a. it's																						
2. you have	b. she's																						
3. he has	c. I've																						
4. she has	d. you've																						
5. it has	e. he's																						
6. I have not	f. he hasn't																						
7. you have not	g. it hasn't																						
8. he has not	h. I haven't																						
9. she has not	i. you haven't																						
10. it has not	j. she hasn't																						

after the tape.
 -Asking sts to practise reading the sentences in pairs.
 - Remarking.

- Repeating after the tape.
- Working in pairs.
- Listening to teacher.
- Writing the prepositions they know.
- sticking their answer on board.

- Sticking the poster on board and asks sts to fill in the table with suitable prepositions.
- Asking sts to work in pairs in 2'.
- Giving feedback and then explaining to sts that these prepositions are only used in those cases.
- Listening to teacher.
- Filling in the table with suitable prepositions.

3. We've failed and they've passed.
4. I haven't always lived in this cottage, you know.
5. Haven't you? You've not been here long, of course.
6. I haven't. But I've grown to love it already.
7. He's left, and she's gone to work, too.
8. Hasn't the doctor come yet?
9. No, The doctor hasn't been called.

III. Grammar.

❖ Presentation of prepositions.

(Network)



Verbs / Adjs	Prepositions	Nouns
believe	holiday time
famous	
	
	
listen	
fond	
arrive	

VI. Comments

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Date of preparing:
Date of teaching:
Period: 49
Week: 17

UNIT 8: LIFE IN THE FUTURE
Section E2: Language Focus

I. Objective: By the end of the lesson, Ss will be able to use contracted forms of auxiliaries, prepositions and articles exactly.

II. Language content: Forms of auxiliaries, prepositions and articles

III. Techniques

Communicative approach.

IV. Teaching aids: textbook, posters, handouts, ...

V. Procedure:

Teacher's and students' activities	Content
<ul style="list-style-type: none"> - Asking sts to do exercise 1. - Asking sts to work individually and then compare with their partners in 5'. - Doing the exercise individually. - Going around for help. - Calling some to stick their answer on board. - Remarking and then handing the handouts out to sts. - Taking notes. 	<p>IV. Practice.</p> <p>☞ Exercise 1. Choose the appropriate prepositions.</p> <p>Answer key</p> <p>1. in 2. of 3. on 4. at 5. to 6. in 7. about 8. for 9. between, opposite 10. to</p> <p align="center">HANDOUT</p> <div style="border: 1px solid black; padding: 5px;"> <ul style="list-style-type: none"> - on time: đúng giờ, không chậm trễ - in time (for something / to do something): vừa đúng lúc (làm gì đó). - to die of : chết vì (bệnh) - to be / go on holiday / business ... : đi nghỉ hè / công tác ... - at the end of something ≠ at the beginning of something: (vào) cuối ... ≠ (vào) đầu ... - in the end # finally: cuối cùng, sau cùng - a friend of mine a friend to me - to believe in: tin tưởng vào - to warn someone about / against someone / something: cảnh báo ai đề phòng ai / cái gì. - to be famous for: nổi tiếng về - among: ở giữa (từ 3 người trở lên) </div>

- Asking sts to write the articles in 1'
- Calling some to stick their answer on board .
- Remarking.

- Asking sts to choose the suitable articles to complete the dialogue in pairs
- Going around for help.
- Calling some to stick their answer on board and then handing the handouts out to ss.
- sticking their answer on board.
- Remarking.
- Observing the handout and copying.

- Asking sts what part of speech the article stands before and has sts do exercise 2.

between ... (and ...): ở giữa (2 người)

- across: ngang qua, phía bên kia

opposite: đối diện với

- to be / get married to someone : kết hôn với ai

☞ **Choose the appropriate articles.**

A. How did you go to the bookstore yesterday?

B. I went there by *a / an / the / Ø* bus.

A. What did you buy?

B. *A / An / The / Ø* book.

A. How is *a / an / the / Ø* book?

B. It is interesting.

HANDOUT

1. The Indefinite Article “A” & “AN”. (Mạo từ không xác định “A” & “AN”).

- Mạo từ không xác định dùng trước danh từ đếm được ở số ít.

- Mạo từ “a” được dùng trước các danh từ bắt đầu bằng các phụ âm.

Ex: A car

- Mạo từ “an” được dùng trước các danh từ bắt đầu bằng các nguyên âm: **a, e, i, o, u** hoặc **h** câm.

Exs: An umbrella

An hour

Mạo từ không xác định dùng trước danh từ nào mà trước đó chưa được nói rõ.

Ex: I bought **a** book.

2. The Definite Article “THE”. (Mạo từ xác định “THE”).

Mạo từ xác định dùng trước danh từ đã được nhắc đến trước đó.

Ex: **The** book is very interesting.

☞ **Practise.**

Exercise 2. Put *a / an / the* or *Ø* in each space to complete the

- Asking sts to work in pairs in 5’.
- Doing the ex in 5 minutes.
- Giving feedback. (lucky numbers)
- Playing the game.
- Choosing the winner.

- Giving sts an assignment.
- Doing it a home.

following sentences.

Answer key

- | | |
|----------------|-----------------|
| 1. Ø | 2. Ø, Ø, Ø |
| 3. Ø, the, the | 4. the, Ø |
| 5. the, Ø | 6. the, Ø |
| 7. The, Ø | 8. an, the, the |
| 9. Ø, the | 10. A, a |

V. Homework.

Prepare TEST YOURSELF C.

VI. Comments

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Date of preparing:
Date of teaching:
Period: 50
Week: 17

UNIT 10: ENDANGERED SPECIES
Section A: Reading

I. Objectives:

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

- Better their reading skill through vocabulary Matching, Multiple Choice and Question and Answer exercises.
- Enlarge vocabulary about endangered species.
- Know some animal species which are in danger of extinction.

II. Language content

-Guessing meaning in context, scanning for specific information and passage comprehension.

III. Techniques

-Communicative approach.

IV. Teaching aids:

-Picture, board, chalks, textbook, handouts

V. Procedure:

Teacher's and students' activities	Content
<p>- T hangs out some pictures in and asks Ss to answer the questions.</p> <p>1. What do you see in the pictures? 2. Which of them are in danger of becoming extinct?</p> <p>- Work in pairs to answer the questions</p> <p>- Explain some new words - Ask Ss to listen and repeat. - Call some Ss to read the new words again. -Read the new words again.</p>	<p>1. Warm-up Aims: to introduce the topic of the lesson and to raise students' interest.</p> <p>1. Tortoise, rhinoceos, monkey, elephant, leopard, parrot. 2. Elephant, leopard, rhinoceos are in danger</p> <p>2. Presentation *. Vocabulary</p> <p>- be in danger of + Ving/ N: bị nguy hiểm - endanger (v): gây nguy hiểm - be threatened with + N/ V-ing: bị đe dọa - habitat (n): môi trường sống - destruction (n): sự phá hủy/ hoại - exploitation (n): sự khai thác - urbanization (n): đô thị hóa - toxic (a): có độc - contaminate (v): làm ô nhiễm</p>

- Ask Ss to scan the text to get the main idea.
- Scan the text.
- Ask Ss to look at the words in A and read the definitions in B and match them.
- Do task 1 in pairs.
- Call Ss to give the answers.
- Get feedback and give correct answers.

- Ask Ss to read the sentences and their options
- Read the sentences, the options and the text again.
- Get Ss to refer to the text to find the correct answers
- Call Ss to give the answers and the evidence.
- Give the answers.
- Get feedback and give correct answers.

- Ask Ss to read statements and refer to the passage to find the answers.
- Read the statements and the passage the last time to find the answers.
- Call Ss to give the answers.
- Give feedback.

- Ask Ss to work in groups and each group write one sentence for one different paragraph.
- Work in groups
- Call Ss to write their sentence on

- biodiversity (n): Sự đa dạng sinh học
- conservation (n): Sự bảo tồn
- vulnerable (a) : dễ bị tổn thương
- enact (v): ban hành

3. Practice

Read the text then do the tasks that follow.

Task 1: Match words in A with the definitions in B.

- prevent from: ngăn cản
- balanced environment: cân bằng môi trường

Key:

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

Task 2: Choose the best answer

Key

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

Task 3: Find the evidence in the passage to support the statements.

Key

1. The first sentence of the 2nd paragraph
2. The 3rd paragraph
3. The last paragraph

4. Production

Summarize the reading passage by writing ONE sentence for each paragraph.

Key

1. Over 15 thousand plant and animal species all over the world are threatened with extinction.
2. The main causes of species extinction are habitat destruction, commercial

<p>BB.</p> <ul style="list-style-type: none"> - Write the sentence on BB. - Give feedback 	<p>exploitation and pollution.</p> <p>3. Biodiversity is important for humans as it provides food, clean air, water, fertile soil and other products.</p> <p>4. Different efforts have been made to conserve endangered species.</p> <p>5. Homework</p> <ul style="list-style-type: none"> - Learn by heart new words - Prepare next part: Speaking.
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 51

Week: 17

UNIT 10: ENDANGERED SPECIES

Section B: Speaking

I. Objectives:

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

- Ask and answer some questions about endangered animals and talk about the information of some endangered animals

- Know the way to make suggestions or predictions

II. Language content

- Talking about the information of some endangered animals

III. Techniques

- Communicative approach.

IV. Teaching aids:

- Picture, board, chalks, textbook, handouts.

V. Procedure:

Teacher's and students' activities	Content
<p>- Ask Ss to listen and answer the questions</p> <p>- Listen and answer the questions</p> <p>- Call on Ss to give the answers</p>	<p>1. Warm up</p> <p>1. What is the most famous animal in China?</p> <p>2. What kind of animal can be called "King of the beasts"?</p> <p>3. Which animal has a long trunk?</p> <p>* Expected answers</p> <p>1. It is Panda</p> <p>2. It is tiger</p> <p>3. It is elephant</p> <p>-</p> <p>→ Introduces the new lesson.</p> <p>"In today's speaking section, you will practice Talking about life and habitat of some animals</p> <p>2. Pre- speaking</p> <p>Task 1: Answer the following questions .</p> <p>1.Pandal ,rhino, tiger, elephant.</p> <p>2.We can find these animals in the forests in Asia, Africa, etc</p> <p>3.Rhino can be used for medicine</p>
<p>- Ask Ss to work in pairs and ask and answer the questions.</p> <p>- Work in pairs.</p> <p>- Ask Ss to answer the questions.</p> <p>-Answer the questions.</p>	

- Get feedback and give correct answers.
- Have Ss work in groups.
- Work in groups
- Call some Ss to practise reading the dialogue
- Practise reading the dialogue.
- Get feedback

- Explain some Wh- questions
- Listen to the teacher.
- Get Ss to work in pairs and ask and answer the questions about 4 endangered animals using sub- task as a model.
- Work in pairs
- Call some pairs to practise the dialogue.
- Practise the dialogue.
- Give comments.

4. All of them are in danger.
 * **Sub- task: Match column A with column B to make a complete dialogue.**

Column A

- A: _____ (1) _____
 B: In bamboo forest in the mountains in central and western China.
 A: _____ (2) _____
 B: Only about 600
 A: _____ (3) _____
 B: From 75 to 160kg
 A: _____ (4) _____
 B: Bamboo
 A: _____ (5) _____
 B: About 20 to 30 years
 A: _____ (6) _____
 B: Habitat destruction and illegal trading.

Column B

- What is the height of pandas?
- How many years can pandas live?
- Where do pandas live?
- Why do pandas become extinct?
- What is the population of pandas in the world?
- What do pandas eat?

→ **Answers keys**

1. c 2. e 3. a 4. F 5. b 6. d

3. While- speaking

Task 2: Ask and answer questions about 4 endangered animals.

- A: Where do giant pandas live?
 B: In bamboo forests in the mountains in central and western China
 A: What is the population of pandas in the world?
 B: Only about 600

4. Post- speaking

Task 3:

- Take turns to give an oral report on the animals mentioned in task 2

Date of preparing:
Date of teaching:
Period: 52
Week: 18

REVIEW

I. Objectives: review sts' knowledge of phonetics, vocabulary, grammar and some reading passages

II. Language content

phonetics, vocabulary, grammar and some reading passages

III. Techniques

- Communicative approach.

IV. Teaching aids: textbook, lesson plan, more exercises.

V. Procedure:

Teacher's and students' activities	Content
<ul style="list-style-type: none"> - Giving sts handouts. - Making sure that all sts understand the exercise. -Listening to teacher. - Asking them to do the exercise in groups of 4. -Working in groups. - Calling some to give their answer on board. - Giving their answer on board. - Remarking. - Listening and taking notes. 	<p>I. PHONETICS: <i>Circle the word which has different stress syllable or the word which is pronounced differently from the rest:</i></p> <ol style="list-style-type: none"> 1. A. bi<u>o</u>logist B. <u>c</u>onstancy C. <u>c</u>onfide D. <u>d</u>omestic 2. A. <u>s</u>ecure B. <u>r</u>eject C. <u>l</u>eftover D. <u>s</u>ecret 3. A. <u>s</u>ecure B. <u>p</u>roject C. <u>a</u>ctive D. <u>f</u>inal 4. A. <u>o</u>bedient B. <u>c</u>onfidence C. <u>d</u>ifferent D. <u>i</u>nteresting 5. A. <u>d</u>ecision B. <u>t</u>ogether C. <u>i</u>mportant D. <u>f</u>amily 6. A. <u>h</u>ousehold B. <u>d</u>aughter C. <u>w</u>omen D. <u>b</u>elieve 7. A. <u>p</u>roblem B. <u>d</u>iscuss C. <u>h</u>elpful D. <u>n</u>umber 8. A. <u>p</u>arents B. <u>e</u>njoys C. <u>b</u>oys D. <u>s</u>peeds 9. A. <u>h</u>ouses B. <u>r</u>ushes C. <u>g</u>oes D. <u>w</u>atches 10. A. <u>n</u>ights B. <u>m</u>arkets C. <u>t</u>alks D. <u>t</u>hings <p>II. VOCABULARY: <i>Choose the best answer to complete each sentence:</i></p> <p>16. Do you agree that a happy marriage</p>
<ul style="list-style-type: none"> - Giving sts this assignment. - Making sure that all sts understand 	

<p>the exercise.</p> <ul style="list-style-type: none"> -Listening to teacher. - Calling some to give their answer on board. - Giving their answer on board. - Remarking. - Listening and taking notes. 	<p>should be based love? A. in B. on C. at D. of</p> <p>17. Are there any _____ between Vietnamese and american culture? A. differences B. different C. differently D. differential</p> <p>18. Can you _____ me something about the wedding ceremony in Vietnam? A. say B. tell C. speak D. talk</p> <p>19. Wedding is very important _____ the Vietnamese. A. in B. at C. for D. to</p> <p>20. I am very _____ in the information you have given me. A. concerned B. surprised C. interesting D. interested</p> <p>21. The family gathered together to _____ the holiday meal. A. swallow B. divide C. share D. receive</p> <p>22. Our neighbors will _____ our house when we are away. A. look after B. pay attention C. look at D. care</p> <p>23. They are nice boys and I'm sure you will get on _____ them very well. A. by B. for C. to D. with</p> <p>24. She can't prevent her boy _____ shooting _____ birds. A. from / to B. on / at C. with / up D. from / at</p> <p>25. Would someone _____ responsibility for bringing Paul home? A. make B. give C. put D. Take</p>
<ul style="list-style-type: none"> - Giving sts this assignment. - Making sure that all sts understand the exercise. -Listening to teacher. - Calling some to give their answer on board. - Giving their answer on board. - Remarking. - Listening and taking notes. 	<p>III. GRAMMAR: <i>Choose the best answer to complete each sentence:</i></p> <p>26. By half past ten tomorrow morning, I _____ along the motorway. A. drive B. am driving C. will drive D. will be driving</p> <p>27. I asked Gill what time it was but she said she _____ a watch.</p>

Date of teaching:

Period: 53

Week: 18

REVIEW

I. Objectives: review sts' knowledge of phonetics, vocabulary, grammar and some reading passages

II. Language content

Phonetics, vocabulary, grammar and some reading passages

III. Techniques

- Communicative approach.

IV. Teaching aids: textbook, lesson plan, more exercises.

V. Procedure:

Teacher's and students' activities	Content
<ul style="list-style-type: none">- Giving sts handouts.- Making sure that all sts understand the exercise.-Listening to teacher.- Asking them to do the exercise in groups of 4.-Working in groups.- Calling some to give their answer on board.- Giving their answer on board.- Remarking.- Listening and taking notes.	<p>I. Choose the word whose underlined part is pronounced differently from the rest in each group.</p> <ol style="list-style-type: none">1. A. know B. narrow C. snow D. down2. A. ended B. looked C. painted D. treated3. A. position B. resort C. desert D. conserve4. A. reason B. season C. pleasant D. feature5. A. China B. promise C. permit D. English <p>II. Choose the word whose syllable is stressed differently from the rest in each group.</p> <ol style="list-style-type: none">1. A. expression B. property C. possession D. instruction2. A. basic B. carbon C. gesture D. absorb3. A. problem B. factor C. tendency D. employment4. A. account B. pollen C. vapor D. memory

5. A. responsible B. information
 C. explanation D. possibility
Choose the right word or phrase that best completes the sentence.
6. After the fire in 1990, tree can not grow on that hill so now the hill is
- A. treeless B. needless
 C. careless D. restless
7. I like seeing the sky at night . There are..... stars.
- A. harmless B. useless
 C. odourless D. countless
8. Burning paper wastes the air with unpleasant odour.
- A. pollutes B. pollutants
 C. polluting D. pollute
9. Burning coal and oil..... other gases harmful to humans.
- A. releases B. releases
 C. refreshes D. re-emit
10. Our country isin rubber.
- A. short B. rich
 C. successful D. interested
11. The result was quite different..... what I expected.
 (A. with B. from C. at D. on)
12. They were _____ when they read the result.
- A. disappoint B. disappointment
 C. disappointed
 D. disappointing
13. JaneVietnamese before she went to Viet Nam.
- A. has studied B. studied
 C. had studied D. was studied
14. Mr. Green medicine here

since 1979.

A. has practiced B. has been practiced

C. practiced D. both A & B

15. When students finish their 12th school year, they're at their _____

A. status of worker B. status of children
C. school – leaving age D. None are right

16. You are a little weak at English and maths. You have to study harder to your classmates.

A. take advantage of
B. give way to
C. keep pace with
D. pay attention to

17. You have to move this box to the new T.V set.

A. set fire to B. make room for
C. give birth to D. make fun room

18. I remember..... you before , but I have forgotten your name.

A. meet B. meeting
C. to meet D. met

19. I think she is accustomed to..... English at a private school.

A. taught B. teach
C. to teach D. teaching

20. Neither my parents nor my brother fish.

A. like B. liking
C. likes D. liked

21. Measl..... sometimes a serious disease.(A. is B. was C. were D. are)

22. They would like to live in a country..... there is plenty of

snow in winter.

- A. where B. in which
C. that D. both A & B

23. The reason you gave yesterday is not valid.

- A. why B. who
C. which D. whom

24. Bill Gate, is the President of Microsoft Company, is a billionaire.

- A. who B. whom
C. that D. Both A & C

25. In the park, there are signs everywhere.....people..... the flowers.

- A. tell / not picking
B. tell / not to pick
C. telling / not picking
D. telling / not to pick

26. I advise you..... English at once.

- A. to study B. studying
C. studied D. has studied

27. If I were you, I..... that.

- A. would apply for B. will ask for
C. will have change D. can take

28. She looked frightened.....

- A. when she heard the terrified news.
B. when she hears the terrified news
C. when she heard the terrifying news
D. when she hearing the terrified news

29. If you want to learn something, you had better pay _____ to the teacher's explanation in class.

- A. attention B. respect
C. care D. notice

30. Each student.....the lesson very

<ul style="list-style-type: none"> - Giving sts this assignment. - Making sure that all sts understand the exercise. -Listening to teacher. - Calling some to give their answer on board. - Giving their answer on board. - Remarking. - Listening and taking notes. 	<p style="text-align: center;">well.</p> <p>A. understands B. to understand C. understanding D. understand</p> <p>READING</p> <p><i>Choose a suitable word to complete the blanks in the reading</i></p> <p>Janet left high school three months ([<1>])..... . She wants to continue her study at a University but her parents are not rich ([<2>])..... to send her to the University. Janet is looking for a job . She hopes that she will earn some money to ([<3>])..... the financial problem with her parents . She likes meeting people and travelling ([<4>])..... she wants to apply for a position as a receptionist or a tourist guide . She reads newspapers and looks through the “Situations Vacant” columns everyday , But up to now she ([<5>])..... .. a job yet .</p> <p>1. A. before B. ago C. next year D. then</p> <p>1. A. much B. nearly C. too D. enough</p> <p>2. A. share B. give C. help D. provide</p> <p>3. A. so that B. such C. so D. although</p> <p>4. A. finds B. won't find C. found D.hasn't found</p>
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 54

Week: 18

THE FIRST EXAMINATION

Date of preparing:

Date of teaching:

Period: 55

Week: 19

UNIT 10: ENDANGERED SPECIES

Section C: Listening

I. Objectives:

By the end of the lesson, Students will be able

- To practice speaking and listening skills.
- To help students to guess the meaning of some words and do the task given in order to understand the listening about some endangered species.

II. Language content

- Listening and deciding on True or False statements.
- Listening comprehension

III. Techniques

- Communicative approach.

IV. Teaching aids:

- Tape, board, chalks, textbook.

V. Procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none">- Ask Students to work in groups to rearrange letters into the right word.- Work in groups- Introduce new lesson.- Listen to the teacher <ul style="list-style-type: none">- Ask Students to discuss and choose the best answer.- Choose the best answer. <ul style="list-style-type: none">- Explain some new words.- Copy down new words.	<p>1. Warm up</p> <ul style="list-style-type: none">• <u>Jumbled word</u>: GOLLARI• <u>Suggested idea</u>: “It is the name of a wild animal”, “It is an animal which is said to have relationship with humans.” <p>=> It's GORILLA</p> <p>* <u>Questions</u>:</p> <ol style="list-style-type: none">1. What do you know about gorillas?2. Where do they live?3. Are they dangerous animals or endangered animals? Why? <p>2. Pre- listening:</p> <p>Choose the best answer A, B, or C:</p> <p>* Suggested answer:</p> <ol style="list-style-type: none">1. C 2. B 3. C <p>* Listen and repeat:</p> <ul style="list-style-type: none">- gorilla (n): con tinh tinh

- Ask Students to listen and repeat.
- Listen and repeat.

- Get Students to read the sentences and their options and guess the answer.
- Read the sentences and the options.
- Play the CD twice
- Listen to the CD
- Do task 1.
- Call on Students to give the answers.
- Give the answers.

- Play the CD again for checking by stopping at the information as the evidence.

- Ask Students to look at the chart and try to get the answer.
- Look at the chart and try to get the answer.
- Listen and fill the missing information.
- Write the answers on BB
- Call on Students to write the answer on BB.

- Listen again for checking.
- Ask Students to work in pairs and summarize the main ideas of the passage.

- sociable (adj): năng động
- sub-adult (adj): gần trưởng thành
- nest (n): nơi ở
- bared teeth (n): răng lộ ra ngoài
- silverback (n): con đầu đàn
- civil war (n): nội chiến
- forest rangers (n): nhân viên lâm nghiệp.
- peaceful (a): hòa bình
- insects (n): côn trùng

3. While- listening

Task 1: Listen and choose the best answer

Key

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

Task 2: Listen again and complete the chart.

Key

1. Peaceful 2. Plant- eating
 3. A few female and their young
 4. Plants and a few kinds of insects
 5. In trees 6. In grasses
 7. Civil war 8. Forest being cut down.

4. Post- listening

Summarize the main ideas of the passage.

* Suggested answer:

Gorillas are peaceful, gentle, sociable

Date of teaching:

Period: 56

Week: 19

UNIT 10: ENDANGERED SPECIES

Section D: Writing

I. Objectives:

By the end of the lesson, Students will be able:

- To practice writing skills.
- To help students to guess the meaning of some words and do the task given in order to understand the measures to save some endangered species.

II. Language content

- Writing a report.

III. Techniques

- Communicative approach.

IV. Teaching aids:

- A picture, board, chalks, textbook.

V. Procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none">- Ask Students to discuss the questions in groups.- Discuss the questions in groups.- Call on Students to report the result.- Report the result.- Give feedback.- Introduce the new lesson: measures to save endangered animals.- Listen to the teacher. - Explain some new words.- Ask Students to study the problems.- Study the problems.	<p>1. Warm up: Q & A</p> <ol style="list-style-type: none">1. What are the primary causes of species extinction?2. What should we do to protect endangered species? <p>* Suggested answer</p> <ol style="list-style-type: none">1. They are habitat destruction, commercial exploitation and pollution.2. We should provide enough wildlife habitat reserves.<ul style="list-style-type: none">- keep water, air, and land clean.- shouldn't cut down trees.- improve the lives of people who live in or near forests. <p>-</p> <p>2. Pre- writing</p> <p>* Vocabulary</p> <ul style="list-style-type: none">- need (n): sự cần thiết- rare (a): quý, hiếm- project (n): dự án- fund (n): quỹ

<p>- Divide the class into groups to discuss possible measures to solve problems.</p> <p>- Work in groups.</p> <p>- Call some Students to give their answers on board.</p> <p>- Write the answer on BB.</p> <p>- Remark.</p> <p>- Provide Students with the connectors.</p> <p>- Ask Students to write the paragraph individually.</p> <p>- Write the paragraph individually.</p> <p>- Call one student to write his paragraph on board.</p> <p>- Correct their errors.</p> <p>- Ask the rest of the class exchange their papers and correct errors.</p> <p>- Correct some common errors.</p> <p>- Remark.</p> <p>- Take notes.</p>	<p>- sufficient (a): hiệu quả</p> <p>- rely on: phụ thuộc vào</p> <p>Task 1: Suggest possible measures to solve problems.</p> <p>Suggested answer</p> <ol style="list-style-type: none"> 1. We should have different activities to raise people’s awareness of the need to protect these animals. 2. Governments should raise funds for projects to save endangered animals. 3. Humans must keep water, air, and land clean to preserve natural habitats for wild animals. 4. Governments should have a good policy to improve the life of people who live in or near endangered animals’ habitats. 5. Laws should be enacted to protect endangered animals. 6. Governments must stop illegal trade of endangered animals as well as encourage people not to use some fashionable wildlife products. 7. Humans must provide endangered animals with appropriate habitats to live in. <p>● Connectors: First, Second, Third,... Then, Next, Finally.</p> <p>3. While- writing</p> <p>Task 2: Write a paragraph about measures for protecting endangered animals</p> <p>Begin with:</p> <p>There are a number of measures that should be taken to protect endangered animal....</p> <p>● Suggested answer</p> <p>There are a number of measures that should be taken to protect endangered animals from extinction.</p>
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Period: 57

Week: 19

UNIT 10: ENDANGERED SPECIES

Section E 1: Language Focus

I. Objectives:

By the end of the lesson, Students will be able

- To know about the rhythm.

-To use modal verbs: May, Might, Must, Mustn't and needn't correctly by doing exercises.

II. Language content

- Writing sentences with adverbial clauses of concession.

III. Techniques

- Communicative approach.

IV. Teaching aids:

- Board, chalks, textbook and notebook.

V. Procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none">- Write 2 sentences on BB- Look at BB- Ask Students to read them with the correct rhythm.- Read the two sentences.- Feedback- Introduce the new lesson.- Ask Students to look at the textbook and practice reading the sentences.- Ask Students to underline the main words.- Underline the main words.- Call on some Students to read again.- Practice reading the sentences with the correct rhythm.	<p>1. Pronunciation: Rhythm</p> <ol style="list-style-type: none">1. Tell me the time2. Show me the way.3. He bought some carrots and cabbages.4. Come for a swim.5. The clock on the mantelpiece6. I think he wants to go tomorrow.7. It's not the one I want.8. Most of them have arrived on the bus9. Walk down the path to the end of the canal.10. I'm going home today for Christmas11. A bird in the hand is worth two in the bush.12. If you don't have the best, make the best of what you have <p>2. Language focus: Modal verbs.</p> <p style="text-align: center;">S + modal verbs + V</p> <p style="text-align: center;">Activity 1</p> <p>May- Might: có lẽ</p> <ul style="list-style-type: none">- Used to express possibility
<ul style="list-style-type: none">- Explain the use of modal verbs.	

Period: 58

Week: 20

UNIT 10: ENDANGERED SPECIES

Section E 2: Language Focus

I. Objectives:

By the end of the lesson, Students will be able

-To use modal verbs: May, Might, Must, Mustn't and needn't correctly by doing exercises.

II. Language content

- Writing sentences with adverbial clauses of concession.

III. Techniques

- Communicative approach.

IV. Teaching aids:

- Board, chalks, textbook and notebook.

V. Procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none">- Explain the use of modal verbs.- Listen to the teacher- Give examples.- Take notes <ul style="list-style-type: none">- Ask Ss to do exercises in textbook.- Do exercises- Call on Ss to write the answers on BB.- Write the answers on BB.- Remark. <ul style="list-style-type: none">- Ask Ss to do exercises in textbook.	<p>Activity 1 Language focus: Modal verbs. S + modal verbs + V</p> <p><u>Needn't: = don't/ doesn't have to:</u> không cần thiết, không phải.;= don't/ doesn't need to... I can hear clearly. You needn't shout. We have got plenty of time. We needn't hurry.</p> <p>Exercise 2: Complete the sentences 1. needn't leave 2. needn't come 3. needn't walk 4. needn't ask 5. needn't tell 6. needn't explain</p> <p>Exercise 3: Complete the sentences. 1. must 2. needn't 3. needn't 4. must 5. mustn't 6. needn't</p>

- Do exercises
- Call on Ss to write the answers on BB.
- Write the answers on BB.
- Remark.
- Do homework at home

- Ask Ss to do exercises in textbook.
- Do exercises
- Call on Ss to write the answers on BB.
- Write the answers on BB.
- Remark.

- Ask Students to do exercises in textbook.

7. needn't. must / mustn't.

Exercise 4:

Fill in the blanks with affirmative or negative forms of "must or have to/ has to".

1. You really _____ stop driving so fast or you'll have an accident!
2. I can give you my bike, so you _____ buy a new one.
3. They _____ be in a hurry, because they have got more than enough time.
4. I really _____ remember to post that letter before five o'clock.
5. Tomorrow is Sunday. You _____ get up very early.
6. This room is a mess. I really _____ find time to clean it!
7. You _____ wear a tie if you want to go to that restaurant. It's one of their rules!
8. I am broke. I _____ borrow some money to buy a car.
9. You _____ stop smoking. It is very harmful.
10. Mr. Dickson is travelling abroad this summer, so he _____ get his passport soon.

- Do exercises
- Call on Students to write the answers on BB.
- Write the answers on BB.
- Remark.

- Ask Students to do exercises in textbook.
- Do exercises
- Call on Students to write the answers on BB.
- Write the answers on BB.
- Remark.

- 11.** All the students _____ obey the school rules.
- 12.** You _____ speak too loud, the baby is sleeping.
- 13.** Students _____ look at their notes during the test.
- 14.** I have a terrible headache, so I _____ leave early.
- 15.** Snow has blocked the roads. We _____ stay here until it's cleared.

Suggested answer

- | | | |
|-------------------------|-------------------|--------------------|
| 1. must | 6. must | 11. have to |
| 2. don't have to | 7. have to | 12. mustn't |
| 3. don't have to | 8. have to | 13. mustn't |
| 4. must | 9. must | 14. must |
| 5. don't have to | 10. has to | 15. have to |

3. Homework

- Review the lesson.
- Do exercise in workbook
- Prepare next lesson: Test Yourself D

- Do as the teacher asked.
- Ask Students to review the lesson and prepare next lesson

VI. Comments

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Date of preparing:

Date of teaching:

Period: 59

Week: 20

UNIT 11: BOOKS

Section A: Reading

I. Objectives:

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

- Know many advantages of reading books
- Guess meaning in context, scan for specific information and passage comprehension.

II. Language content

- Guessing meaning in context, scanning for specific information and passage comprehension.

III. Techniques

- Communicative approach.

IV. Teaching aids:

- Picture, board, chalks, textbook, handouts ...

V. Procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none">- Ask Students to work in pairs.- Work in pairs.- Call on some Students to answer.- Answer the questions.- Lead them to the new lesson. - Explain some new words related to reading books.- Copy down new words.- Ask Students to listen and repeat.- Listen and repeat.- Call on some Students to read them again.	<p>1. Warm up Ask Students to look at the pictures in textbook and answer the questions</p> <ol style="list-style-type: none">1. What are they doing?2. Do you often read books?3. Can you name some advantages of reading book?4. How do you read books? <p>2. Presentation * Vocabulary</p> <ul style="list-style-type: none">- chew (v): nghiền ngấm- digest(v): đọc và suy ngẫm- swallow(v): đọc ngón ngấu- pick up(v): cầm lên- dip into : đọc lướt qua- taste(v) : đọc thử, đọc qua loa- hard to pick up again: khó có thể cầm lên lại- hard to put down: không thể đặt xuống- bit (n) : miếng, mảnh, mẩu <p>3. Practice Read the text and do the tasks that follow.</p>

- Get Students to scan the text to get the main ideas.
- Read the text silently.
- Do task 1
- Ask Students to match the words with their meanings.
- Call on Students to give the answers.
- Give the answers.

- Get Students to read all the statements and read the text carefully to find the answers.
- Work in pairs.
- Read all the statements.
- Read the text carefully.
- Call on Ss to give the answers and the evidence.
- Give the answers.
- Feedback.

- Ask Students to read the questions and find the answers.
- Answer the questions.
- Call Students to write the answers on BB.
- Write the answers on BB
- Feedback.
- Take notes.

Task 1: Match the words with their meaning

1. To chew a. không thể đọc tiếp nữa
2. To digest b. không thể đặt xuống
3. To swallow c. đọc qua loa
4. To dip into d. đọc ngón ngầu
5. To taste e. đọc và suy ngẫm
6. Hard to pick up again
f. nghiền ngẫm
7. Hard to put down
g. đọc thử

Answer:

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

Task 2: True, false or not mentioned information

Answers:

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

Task 3: Answer the questions

-Keys:

1. Three
2. When you find a good story and have time to enjoy it
3. Read a few pages to see if it's the one you can easily read and understand./ Check that it is not too difficult.
4. Television can bring you all the information and stories with color picture and action.
5. Books are still a cheap way to get information and entertainment; you

<ul style="list-style-type: none"> - Ask Students to work in groups - Work in groups - Call on Students to write the answers on BB. - Write the answers on BB. - Check with the correct answers. - Listen to the teacher. - Do as the teacher asked. - Ask Students to review the lesson and prepare next lesson 	<p>can keep a book forever and read it many times.</p> <p>4. Production Find the names of types of books in the square.</p> <p>-Keys: a. thriller b. romance c. novel d. science e. craft f. fiction g. comic h. biography</p> <p>5. Homework - Learn by heart new words - Prepare next part: Speaking.</p>
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 60

Week: 20

UNIT 11: BOOKS

Section B: Speaking

I. Objectives:

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

- Know the way to describe a book
- Ask and answer about reading habits
- Talk about characters in a book.

II. Language content

- Describing details in pictures.
- Talking about characters in a book.

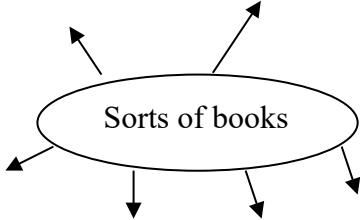
III. Techniques

- Communicative approach.

IV. Teaching aids:

- Picture, board, chalks, textbook, handouts.

V. Procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none">- Ask Students to work in groups and list as many sorts of book as possible.- Work in groups- Call on Students to write the answers on BB.- Write the answers on BB- Check with the correct answers.- Listen and look at the board. <ul style="list-style-type: none">- Get Students to work in pairs to make questions to the answers.- Work in pairs.- Call some Students to practice reading the conversation.- Practice reading the conversation.- Provide Students with some information <ul style="list-style-type: none">- Ask Students to work in pairs to Ask and answer about each other's reading habits- Work in pairs.	<p>1. Warm up: Brainstorming List sorts of books.</p> <div style="text-align: center;"></div> <p>Expected answer a. thriller b. romance c. novel d. science e. craft f. fiction g. comic h. biography</p> <p>2. Pre- speaking Task 1: Complete the conversation Answers: A- What sort (kind) of books do you like to read? A- How do you often read books? A- When do you often read books?</p> <p>3. While- speaking Task 2: Ask and answer about each other's reading habits</p>

- Call on some pairs to practice.
- Practice the conversation
- Give comments.

Sorts of books	How to read	When to read
Fiction book	Read through	- Before going to sleep
Short story	- Read quickly	- On holiday
Science fiction	- Read slowly	- On a long journey
Romance	and carefull	- While waiting for the bus
Novel	y	- Have free time
Thriller book	-Enjoy every detail	- At night
Comic book	- Chew every word	
.....		

- Get Students to work in pairs to make questions to the answers.
- Work in pairs.
- Call some Students to practice reading the conversation
- Practice reading the conversation
- Get Students to work in pairs.
- Work in pairs.
- Call on Some pairs to present.
- Give comments.

Suggested answer:

A- What do you often do in your free time?

B- Reading books

A- What sort (kind) of books do you often read?

B- novels.

A- How do you often read them?

B- I enjoy every detail.

A- When do you often read books?

B- When I find a good story and Whenever I have free time.

Task 3: Complete the following conversation and practice reading it.

Answers:

A- What are you reading at the moment?

A- Who is the main character?

A- What is he/she like/

Task 4: Ask and answer about the book you are reading or you have read. Note down the answer.

- Ask students to work individually to summarize what they've discussed in their own words.
- Move round to check the activities and to make sure that students are working effectively.
- Ask one or two students to report in front of the whole class.
- Listen and take note
- Check and give remarks.
- Listen to the teacher.

- Do as the teacher asked.
- Ask Students to review the lesson and prepare next lesson



4. Post-speaking

Report the results to the group.

5. Homework

- Review the lesson.
- Prepare next part: **Listening**

VI. Comments

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Date of preparing:

Date of teaching:

Period: 61

Week: 21

UNIT 11: BOOKS

Section C: Listening

I. Objectives:

- By the end of the lesson, Sts will be able to
- Improve their listening skill: they can catch detail information from the passage.
 - summarize the passage.

II. Language content

- Listening and deciding on True or False statements.
- Listening comprehension

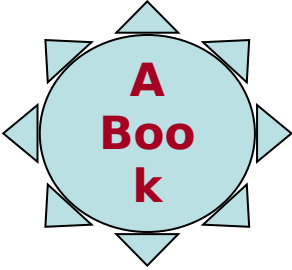
III. Techniques

- Communicative approach.

IV. Teaching aids:

Textbook, tapes, cassette and handouts

V. Procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none">- Get Ss to work in groups and list all words related to "A book"- Work in groups- List all words related to "A book"- Call on Ss from groups write the answer on BB- Write the answer on BB- Check- Lead Ss to the new lesson. <ul style="list-style-type: none">- Explain some new words.- Copy down new words.- Ask Ss to listen and repeat.- Listen and repeat.	<p>1. Warm up: Network</p> <div style="text-align: center;"></div> <p>Suggested answer:</p> <ul style="list-style-type: none">- Name/ Title- Plot/ Content- Characters- Type/ Sort- Writer/ Authors- Topic/ Theme <p>2. Pre- listening</p> <p>* Listen and repeat</p> <ul style="list-style-type: none">- incredible (adj): không thể tin được- journey (n): chuyến đi- wilderness (n): vùng hoang dã- personality (n): tính cách

- Call on some Ss to read them again.
- Introduce the topic of the lesson.
- Listen to the teacher.
- Get Ss to read all sentences and their options
- .
- Read sentences and their options in task 1.
- Ask them to guess the answer.
- Play the CD twice for Ss to listen and choose the best answer.
- Listen to the CD
- Call on Ss to give the answer.
- Give the answer
- Play the CD again for checking.
- Listen again for checking
- Provide Ss with some words
- Get Ss to read the passage and guess the answer.
- Read the passage and guess the answer
- Play the CD for Ss to do the task.
- Listen and fill in the gaps.
- Ask Ss to give the answer.
- Give the answers
- Play the CD once again for checking.
- Listen again for checking.
- Get Ss to work in pairs
- Work in pairs
- Call on Ss to present.
- Remark
- Listen to the teacher.

- fascinating (adj): hấp dẫn, thú vị
- survive (v): sống sót
- unnoticed (adj): không bị chú ý
- reunite (v) : đoàn tụ
- strength (n): sức mạnh
- owner (n): người sở hữu, chủ nhân

3. While- listening

Listen to a woman talking about the book that she has just read and do the tasks that follow.

Task 1: Listen and choose the best answer

Answer

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

Task 2: Listen again and fill in the missing words.

Pet	Humans	Family	
Strength		Journey	Friend

Answer

1. family 2. strength
3. humans 4. journey
5. pet

4. Post- listening

Ask and answer the question:

Would you like to read the book or wouldn't you? Why/ Why not?

S1- Would you like to read the book?

S2- Yes,

S1- Why?

S2- Because I want to know about

<ul style="list-style-type: none"> - Do as the teacher asked. - Ask Students to review the lesson and prepare next lesson 	<p>animal's life.....</p> <p>5. Homework</p> <ul style="list-style-type: none"> - Review the lesson at home - Learn by heart new words - Prepare next part: Writing
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 62

Week: 21

UNIT 11: BOOKS

Section D: Writing

I. Objectives:

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

- Write a report basing on the information given to write about books
- Improve their writing skill.

II. Language content

- Writing a report.

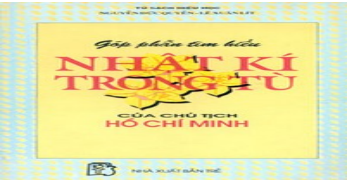

III. Techniques

- Communicative approach.

IV. Teaching aids:

- A picture, board, chalks, textbook.

V. Procedure

Teacher's and students' activities	Content														
<ul style="list-style-type: none">- Get Ss to work in pairs and match A with B.- Work in pairs.- Call on Ss to give the answer- Give the answers- Check with the correct answers. <ul style="list-style-type: none">- Get Ss to answer the questions.- Answer the questions.- Lead Ss to the new lesson.	<div style="text-align: center;"> </div> <p>1. Warm up: * Match the stories in column A with the name of the authors in column B</p> <table border="1" style="width: 100%;"><thead><tr><th style="text-align: center;">A</th><th style="text-align: center;">B</th></tr></thead><tbody><tr><td>1. Diary in prison</td><td>a. Leo Tolstoy</td></tr><tr><td>2. The last leaf</td><td>b. O. Henry</td></tr><tr><td>3. Kieu's story</td><td>c. Ho Chi Minh</td></tr><tr><td>4. Romeo and Juliet</td><td>d. Nam Cao</td></tr><tr><td>5. Lao Hac</td><td>e. Nguyen Du</td></tr><tr><td>6. War and Peace</td><td>f. William Shakespeare</td></tr></tbody></table> <p>* Answer the questions</p> <ol style="list-style-type: none">1. Have you ever read these books?2. Have you ever written a book report?3. How do you write it? <p>* Suggested answers:</p> <p>Book report:</p> <ul style="list-style-type: none">- The book's author	A	B	1. Diary in prison	a. Leo Tolstoy	2. The last leaf	b. O. Henry	3. Kieu's story	c. Ho Chi Minh	4. Romeo and Juliet	d. Nam Cao	5. Lao Hac	e. Nguyen Du	6. War and Peace	f. William Shakespeare
A	B														
1. Diary in prison	a. Leo Tolstoy														
2. The last leaf	b. O. Henry														
3. Kieu's story	c. Ho Chi Minh														
4. Romeo and Juliet	d. Nam Cao														
5. Lao Hac	e. Nguyen Du														
6. War and Peace	f. William Shakespeare														

- Get Ss to work in groups and put the questions under the correct headings.
- Work in groups
- Call on Ss to give the answers.
- Give the answers.
- Check with the correct answers.

- Get Ss to work in pairs and ask and answer questions about a short story “Lao Hac”.
- Work in pairs.
- Answer the questions about a short story “Lao Hac”.
- Call some pairs to present.
- Remark.

- The title of the book
- The main character
- Your opinion

.....

2. Pre- writing

Task 1: Below are questions you have to answer when writing a report on a book, but they are jumbled. Work with a partner. Put the questions under the correct headings

Expected answer

S1- General introduction

7. What is the title of the book?
4. Who is the author?
9. What type of book is it?

S2- Summary of the book’s content

2. Where is the book set?
5. What is the main theme of the book?
6. Who are the main characters?
8. What is the plot of the story?

S3- Conclusion:

1. What was your opinion of the book?
3. Would you recommend the book?

Task 2: Work in pairs: Ask and answer the above questions about a short story “**LAO HAC**”



7. What is the title of the book?
-> Lao Hac
4. Who is the author?
-> Nam Cao
9. What type of book is it?
-> A short story
2. Where is the book set?
-> In a village in Viet Nam before 1945
5. What is the main theme of the book?
-> The poverty and miseries of the poor, especially farmers who were

- Ask Ss to write a report on the short story “ LAO HAC”
- Write a report on the short story “ LAO HAC”
- Call Ss to write their writing on BB.
- Write on BB.
- Check.
- Remark.

attached to their lands and villages.

6. Who are the main characters?

-> **Mr. Hac**

8. What is the plot of the story?

-> Avery poor farmer, whose boy lived and worked far from the family. He had a dog and it was his only close friend. Like other people at that time, Mr. Hac was so poor that he couldn't support himself. Having nothing to eat to survive, he had to sell his only dog for a little money, but it didn't help him continue his life long. When thinking about his child, he didn't want to sell his house or his small piece of land. He found it impossible to suffer such miserable life any more. In the depth of despair, he killed himself.

1. What was your opinion of the book?

->Although it has a sad ending, it is really worth reading. It helps us understand and sympathize with the poor people in our society at that time.

3. Would you recommend the book?

3. While- writing

Task 3: Write a report on the short story “ LAO HAC” based on the result of Task 2. Using the suggestions

- **I've just read.....**

- **It is.....**

- **It was written by.....**

- **It is about.....**

- **The story is set in..... (a village in Viet Nam before 1945)**

- **..... is/ are the main characters**

- **The story has a sad/ happy/ tragic ending**

- **I think the story is**

4. Post- writing

A SAMPLE WRITING:

I have just read a short story “Lao Hac”, which was written by Nam Cao, a famous Vietnamese writer, and considered a literary work with high

Period: 63

Week: 21

UNIT 11: BOOKS

Section E: Language Focus

I. Objectives:

- By the end of the lesson, Sts will be able to
- Know how to read the sentences with the correct rhythm.
 - Know how to use modals in the passive voice.

II. Language content

- Writing sentences with modals in the passive voice

III. Techniques

- Communicative approach.

IV. Teaching aids:

- Board, chalks, textbook and notebook.

V. Procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none">- Write some sentences on BB and ask Ss to practice reading with the correct rhythm.- Look at the BB- Practice reading the sentences.- Call on Ss to practice reading them.- Get Ss to mark the stress on the main stress syllables.- Mark the stress on the main stress syllables.- Call some to read the sentences.	<p>1. Pronunciation: Rhythm</p> <p>* Listen and practice reading the following sentences.</p> <ol style="list-style-type: none">1. Why did you behave like that?2. Come for a swim.3. I think it will be fine.4. She's gone for a walk in the park.5. I wonder if he'll ever come back. <p>* Mark the primary stress...</p> <p>Suggested answers:</p> <ol style="list-style-type: none">1. Peter's coming in a few minutes if he can.2. Come and see us at our new apartment.3. Where's your new apartment? Is it in another district?4. Why was he trying to embarrass me?5. Probably he wanted you to notice him. <p>2. Language focus: Modals in the passive voice.</p>

<ul style="list-style-type: none"> - Get Ss to list some modal verbs learnt. - List some modal verbs learnt - Ask Ss to give the form of the passive voice. - Give the form of the passive voice. - Give examples - Look at the BB. - Ask Ss to identify the components of the sentences - Ask Ss to change the sentences into passive sentences. - Change the sentences into passive voice. - Get Ss to do exercise 1 in groups (each group does 3 sentences). - Work in groups. - Call on Ss to write their sentences on BB. - Write the answers on BB. - Check the answers with the whole class. - Check - Copy down the correct answers. - Get Ss to do exercise 2. - Do exercise 2 	<p>Activity 1</p> <p><u>Modal verbs:</u> Can, Could, May, Might, Must, Have to, Will, Shall, Would, Should,.....</p> <p><u>Passive voice:</u> BE + P_{II}</p> <p><u>Structure:</u> S + Can/ Could.... + Be + P_{II}....</p> <p>Example -<u>You mustn't use this machine</u> after 5.30 p.m S MV V O</p> <p>-><u>This machine mustn't be used</u> after 5.30 p.m S MV Be P_{II}</p> <p>- <u>Nam can do this exercise</u> now. S MV V O</p> <p>-> <u>This exercise can be done by Nam</u> now. S MV Be P_{II} By O</p> <p>Activity 2</p> <p>Exercise 1: Rewrite the sentences Suggested answers: 2. This machine must be cleaned every time you use it. 3. The flowers should be kept in a warm sunny place. 4. Your bill should be paid before you leave the hotel. 5. We should be given the information now 6. Toothpaste can be bought at the drugstore. 7. The children should be warned not to speak to strangers. 8. The mystery can't be solved. 9. Travelers' techniques can be exchanged at most banks. 10. She shouldn't be told the news. It might kill her.</p> <p>Exercise 2: Complete the sentences with the correct passive form of the verbs. Suggested answers: 1. will be prepared</p>
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<ul style="list-style-type: none"> - Call on Ss to write the answer on BB. - Write the answers on BB. - Check the answers with the whole class. - Check. - Copy down. - Do as the teacher asked. - Ask Students to review the lesson and prepare next lesson 	<ul style="list-style-type: none"> 2. Is food going to be cooked? 3. will be pre-packaged 4. can be warmed 5. should food be chosen 6. has to be offered 7. could be selected 8. ought to be made <p>3. Homework:</p> <ul style="list-style-type: none"> - Review the lesson - Do exercise in workbook - Prepare for the test.
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 64

Week: 22

TEST YOURSELF D

I. Objectives:

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

- Review sts' knowledge of Unit 10
- Check themselves their skills in reading, speaking, listening, and writing.
- Improve their knowledge through the test yourself.

II. Language content

- Review skills: reading, speaking, listening, and writing.

III. Techniques

- Communicative approach.

IV. Teaching aids: Textbook, tape, cassette player, board, hand-outs...

V. Procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none">- Give sts these questions and asking them to discuss in groups.- Work in groups.- Call some to answer these questions orally.- Give their answer.- Lead them into the lesson. <ul style="list-style-type: none">- Ask sts to read the notes carefully before listening.- Read the notes carefully before listening.- Play the tape and asking sts to listen to the passage about the fact about the panda and complete the notes.- Listen to the passage about the fact about the panda and completing the notes.- Call on some sts to answer in front of the class.- Answering in front of the class.- Give feedback and correct answers.	<p>1. Warm- up: Chatting: asking sts some questions about the panda basing on Speaking lesson.</p> <ol style="list-style-type: none">1. Where do they live?2. How many panda are there in the world today?3. What do they eat?4. How long do they live? <p>.....</p> <p>2. Listening: Listen facts about panda.</p> <p>Answers:</p> <ol style="list-style-type: none">1. bamboo shoots, leaves2. 123. 6004. half5. cloning (the panda)

<ul style="list-style-type: none"> - Get students to work in groups and discuss about the passage. - Work in groups to discuss about the passage. - Read the passage and choosing the statements are True, False or No mentioned. - Call some sts to state the best option. - Correct mistakes - Recall the grammar of must, mustn't, needn't - Give them some new words. - Do the first as an example. - Listen to the teacher. - Ask students to do the exercise. - Work in groups to complete the sentences. - Call sts to do on the board. - Correct mistakes. - Guide sts how to write. - Give sts some models and structures to write. - Listen to the teacher carefully. - Ask students to write. - Correct some common mistakes. - Compare the results with the others - - Do as the teacher asked. - Ask Students to review the lesson and prepare next lesson 	<p>3. Reading: Answers:</p> <ol style="list-style-type: none"> 1. F 2. N 3. T 4. T 5. T <p>4. Grammar: Complete the sentences with must, mustn't, needn't. <i>Answers:</i></p> <ol style="list-style-type: none"> 1. needn't; must; mustn't 2. mustn't 3. needn't; must 4. mustn't 5. mustn't 6. mustn't 7. needn't <p>5. Writing: Write a paragraph descibing the animal and suggest possible solutions to protect it from extinction.</p> <p>6. Homework: - Review the lesson and prepare for unit 12.</p>
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VI. Comments

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Date of preparing:
Date of teaching:

Period: 65

Week: 22

UNIT 12: WATER SPORTS

Section A: Reading

I. Objectives:

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

- Learn about water sports and they have knowledge to play it
- Guess meaning in context, scan for specific information and passage

comprehension.

II. Language content

- Guessing meaning from context
- Passage comprehension
- Reading for specific information




III. Techniques

- Communicative approach.

IV. Teaching aids:

- Textbooks, some pictures of water sports

V. Procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none">- Show Ss the pictures- Get Ss to work in groups and match the pictures with their names.- Work in groups- Call on Ss to give the answers.- Give the answers.- Check with the whole class- Ask the question.- Call Ss to answer.- Answer the question.- Lead in the new lesson.- Listen. <ul style="list-style-type: none">- Get Ss to work in pairs and answer the questions.	<p>1. Warm up</p>  <p>a.</p>  <p>b.</p> 

questions in the passage.

- Read the passage one more time and do the exercise.
- Call on some Ss to write answers on the board.
- Write their answers on board.
- Correct mistakes.
- Listen to teacher.

- Ask Ss to work in groups and compare 2 sports.
- Work in groups.
- Call on SS to present their ideas.
- Give feedback.

- Do as the teacher asked.
- Ask Students to review the lesson and prepare next lesson

3. Their own goal lines.
4. Holding or punching the ball.
5. Five to eighty minutes.

* **Task 3:** Answer the questions.

Key:

1. People can play it in a pool.
2. It is in the center of the pool.
3. The ball can be advanced by passing with one hand or swimming with the head above the water and the ball between the arm so it rides on the wave create by the swimming's head
4. Only the goalie can hold/ is allowed to hold the ball with both hands.
5. The player is ejected after committing five personal fouls.

4. Production

* Compare the both sports:

	FOOTBALL	WATER POLO
Place to play	On the ground	In the water
Number of players	11	07
Main rules	Ball	Ball
Length of the game	90 minutes	5 – 8 minutes

5. Homework:

- Learn by heart new words.
- Prepare next part: **Speaking.**

VI. Comments

Date of preparing:

Date of teaching:

- Explain some new words.
- Copy down
- Ask Ss to listen and repeat.
- Listen and repeat.

- Get Ss to study the information in the table and make conversation in pairs.
- Look at the table in textbook.
- Make conversation.
- Give Ss a model.
- Call on some pairs to present.
- Present.
- Remark.

c. Windsurfing
Swimming
e. Synchronized swimming
Rowing
Answer: 1b 2c 3a 4e 5f
6d

2. Pre- speaking

* Vocabulary

- Scuba – diving (n): lặn có bình dưỡng khí.
- Windsurfing (n): lướt ván có buồm.
- Rowing (n): bơi thuyền.
- Synchronized swimming (n): bơi nghệ thuật.
- Fins (n): chân vịt
- Regulator (n): máy điều hòa.
- Wet suit (n): đồ lặn.
- Air tank (n): bình dưỡng khí.
- Oar (n): mái chèo
- Mask (n): mặt nạ

3. While- Speaking

Task 2: Talk about each of the water sports.

Type of sport	Place	Equipment required to play with	Number of play
Water polo	Pool	Ball	team
Rowing	Sea, lake, river	Boat, oars	Individually, team
Windsurfing	Sea, lake	Board, sail	individually
Scuba – diving	Sea	Air tank, regulator, wet suit, mask, fins	Pairs, team

A: Where is water polo played?

B: **It is played in a pool.**

A: What equipment is required to play with?

Date of preparing:

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Period: 67

Week: 23

UNIT 12: WATER SPORTS

Section C: Listening

I. Objectives:

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

- Understand and learn more about synchronized swimming
- Listen and choose multiple-choice questions
- Listen and understand comprehension questions

II. Language content

- Listening and choosing multiple-choice questions
- Listening and understanding comprehension questions


III. Techniques

- Communicative approach.

IV. Teaching aids:

Textbook, tapes, cassette and handouts

V. Procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none">- Ask sts to close their books.- Close their books.- Give sts an exercise: guess the name of the sport below according to some suggestions.- Listen to teacher.- Call some sts to give their answer.- Give their answer- Lead sts to the new lesson. <ul style="list-style-type: none">- Explain some new words.- Copy down.- Play the CD for Ss to listen and repeat.	<p>1. Warm up: Guessing game Listen to the cues and guess the name of the type of sport</p> <ol style="list-style-type: none">1. It's played in the water.2. It's played without equipment3. The players are usually women <p>=> It's Synchronized Swimming</p>  <p>2. Pre- listening <u>Listen and repeat:</u></p> <ul style="list-style-type: none">- Synchronized swimming (n): bơi nghệ thuật.-Annette Kellerman-Katherine Curtis-Chicago Teacher's College: trường sư

Date of preparing:
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Period: 68
Week: 23

UNIT 12: WATER SPORTS

Section D: Writing

I. Objectives:

- By the end of the lesson, Sts will be able to
- Know some ways of instructing when playing sports

II. Language content

- Writing to give instructions

III. Techniques

- Communicative approach.

IV. Teaching aids:

- A picture, board, chalks, textbook.

V. Procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none"> - Provide Ss with some suggestions. - Listen to the teacher. - Ask Ss to listen and guess the name of the sport. - Give the name of the sport. - Ask Ss a question. - Answer the question. - Lead Ss to the new lesson. - Explore the pictures in textbook and give sts some more words and phrases. - Listen to teacher and take notes. 	<p>1. Warm up</p> <p>* Guessing names of sports from cues .</p> <ol style="list-style-type: none"> 1. It is played in the sea or lake. 2. People can play it individually. 3. It is played with a board and a sail. => Windsurfing 4. It is played in a lake or on a river. 5. People can play it in a team. 6. It is played with a boat and oars. => Rowing <p>* Question: What do you often do before practicing these sports? * Suggestion: We have to do warming up exercises.</p> <p>2. Pre-writing:</p> <p>* Vocabulary:</p> <ul style="list-style-type: none"> - Vertical # horizontal: phương thẳng đứng # đường nằm ngang - apart (adv): cách nhau - push (v): đẩy - bend (v): cúi - fingertips (n): đầu ngón tay - forward (adj): tiến về phía trước

<ul style="list-style-type: none"> -Ask sts to read task 1. -Read Task 1. -Ask sts to work in pairs to match each sentence with one appropriate action. -Work in pairs. - Go round to give help. - Call 2 students for each checking: one reads instructions and one practices. -Practice the exercise in pairs. - Ask sts to look at the picture in task 2 and use some useful expressions above to write the instructions for one warm-up exercise before playing water polo. - Ask students to write individually. -Do the exercise individually. - Going round to help. - Let students deliver to check mistakes in groups. -Correct errors in groups. - Call one student to write on the board. -Write his paper on board. - Give comments. -Listen and take notes. -Ask sts to review the lesson and prepare for the new lesson. -Do as teacher tells 	<ul style="list-style-type: none"> * more words and phrases: <ul style="list-style-type: none"> -bend forward/ left/ right -feet apart/ feet touching -put your hands to the sides -raise your hands above - some conjunctions: first, then, after that, finally ect. * Task 1: Read and match each sentence with one appropriate action. (P.134) * Keys: <ul style="list-style-type: none"> a – 2; b – 4; c – 1; d – 3. 3. While-writing: *Task 2: Look at the pictures (P.135). Write the structure one warm – up exercise before playing water polo: 4. Post-writing * Keys: <ol style="list-style-type: none"> 2. Stand with your feet apart, raise your hands above your head. 3. Bend forward, fingertips touch the ground. 4. Then bend again, fingertips touch the ground between the feet. 5. Finally put each arm back to the first position. 5. Homework - Review the lesson - Prepare next part: Language Focus.
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 69

Week: 23

UNIT 12: WATER SPORTS

Section E: Language Focus

I. Objectives:

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

- Pronounce the words that have deaf sounds
- Review grammar point: transitive and intransitive verbs.

II. Language content

Pronouncing elision and using transitive and intransitive verbs

III. Techniques

- Communicative approach.

IV. Teaching aids:

- Board, chalks, textbook and notebook.

V. Procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none">- Show the picture on board.- Explain the exercise: In one minute make as many sensible sentences as you can by joining the elements in the table.- Listen to teacher- Make one sentence as a model.- Ask sts to do the exercise in groups.- Do the exercise in groups. <ul style="list-style-type: none">- Call some sts to read their sentences in front of class.- Read their sentences in front of class.- Listen to teacher and write their sentences on board.	<p>1. Warm- up:</p> <p>A</p> <ul style="list-style-type: none">- My mother- His family- They- A postman- These young children <p>B</p> <ul style="list-style-type: none">- climb - like- deliver - sleep- do - meet <p>C</p> <ul style="list-style-type: none">- housework everyday.- Everest mountain 2 days ago.- his uncle at the airport.- letters and magazines to customers.- history. <p>* Suggestion:</p> <ol style="list-style-type: none">1. My mother does housework everyday.2. They like history.3. His family climbed Everest mountain 2 days ago.4. These young children are sleeping.

<ul style="list-style-type: none"> - Ask sts to pay attention to the pronunciation of some words: History, deliver... - Look at these sentences again and take notes. - Lead sts the lesson: Elision. - Run through the words in textbook and ask sts to put stress to these words. - Put stress to these words. - Listen and repeat after the tape. - Call some sts to read these words in front of class. - Listen and repeat after the tape. - Check their pronunciation. - Ask sts to look the sentences in warm-up and take notes about these verbs. - Give feedback and help sts distinguish the difference between intransitive verbs and transitive verbs. - Distinguish the difference between intransitive verbs and transitive verbs. - Ask sts to give some transitive and intransitive verbs. - Give some transitive and intransitive verbs. - Ask sts to do the exercises individually and then exchange their exercises in pairs. - Work individually and then exchange the exercises in pairs. - Call some sts to do the exercises orally and on board. - Do the exercises orally and on board. - Give feedback. 	<p>5. A postman delivers letters and magazines to customers.</p> <p>6. His family met his uncle at the airport.</p> <p>* Pronunciation</p> <p>* Listen and repeat:</p> <table style="width: 100%; border: none;"> <tr> <td>Grandmother</td> <td>garden</td> <td>history</td> </tr> <tr> <td>castle</td> <td>postman</td> <td>handsome</td> </tr> <tr> <td>family</td> <td>interest</td> <td>Edinburgh</td> </tr> <tr> <td>awful</td> <td></td> <td></td> </tr> </table> <p>* Practice reading aloud this dialogue_ (Textbook : page 136)</p> <p>2. Language focus:</p> <p><u>Activity 1</u></p> <p>* Presentation:</p> <ol style="list-style-type: none"> 1. verbs + obj = transitive verbs 2. verbs + not obj = intransitive verbs 3. the verbs “do, like, climb, deliver” + Obj 4. the verbs “sleep” + no Obj <p><u>Activity 2</u></p> <p>a. Exercise 1: Which of the following verbs can have an object, and which cannot?</p> <p>1- sleep 2- read 3- write 4- lie 5 - meet -6- occur 7 - grow 8- help 9- arrive 10- rain - 11 - exist 12 - climb</p> <p>b. Exercise 2: Which verbs are T (transitive) and which are I (intransitive)</p>	Grandmother	garden	history	castle	postman	handsome	family	interest	Edinburgh	awful		
Grandmother	garden	history											
castle	postman	handsome											
family	interest	Edinburgh											
awful													

Date of preparing:
Date of teaching:
Period: 70
Week: 24

UNIT 13: THE 22ND SEA GAMES

Section A: Reading



I. Objectives:

- By the end of the lesson, Sts will be able to
- Understand the 22nd Sea Games
 - Scan for specific information
 - Give Vietnamese equivalents to words and phrases
 - Answer the questions.

II. Language content

- Scanning for specific information
- Passage comprehension

III. Techniques

- Communicative approach.

IV. Teaching aids:

- Textbooks, some pictures of Sea Games

V. Procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none"> - Show the picture of the 22nd SEA Games and ask some qs - Look at the picture and answer the questions. - Lead in - Listen. - Provide the new words - Take notes the new words. - Ask Ss to listen and repeat. - Listen and repeat. 	<p>1. Warm- up: Chatting (Picture)</p> <ol style="list-style-type: none"> 1. What event was it? 2. Where do you think the event took place 3. Which sports do you think are the strongest of Vietnam? <p>2. Presentation * Vocabulary</p> <ul style="list-style-type: none"> - host (v): đăng cai, tổ chức - enthusiast (n) : người say mê + enthusiasm (n): sự say mê, sự hăng hái + enthusiastic (adj): say mê, hăng hái - outstanding (a) : xuất sắc - title (n) : danh hiệu, danh hiệu vô địch - rival = opponent (n) :đối thủ, địch thủ

- Ask Ss to do task 1
- Do task 1 in pairs.
- Call on Ss to give the answers
- Give the answers
- Give the comments.
- Listen and take notes.
- Ask Ss to scan the passage to get the main point.
- Scan the passage

- Get Ss to do task 2 in pairs.
- Do task 2 in pairs,
- Call Ss to write the answers on BB.
- Write the answers on BB.
- Check with the whole class.
- Take notes.

- Get Ss to look through the questions in task 3, and then refer to the passage to find out the answers.
- Look through the questions.
- Read the passage again to find out the answers.
- Call on Ss to write the answers on BB.
- Write the answers on BB.
- Check with the whole class.
- Check.
- Take notes.

- scoreboard (n) : bảng điểm
- be composed of (v): gồm có, bao gồm
- solidarity (n): sự đoàn kết
- co- operation: sự hợp tác
- spirit (n): tinh thần

3. Practice

* **Task 1:** Give the Vietnamese equivalents to the following words and phrases. (page 140)

 **keys:**

1. sports enthusiast : người say mê thể thao
2. solidarity : tình đoàn kết
3. title : danh hiệu
4. bodybuilding : môn thể hình
5. high spirits : tinh thần cao độ
6. countrymen : đồng bào

* **Task 2:** Scan the passage and complete each of the following sentences.(page 140)

 **keys:**

1. from 5th to 13th December, 2003
2. 90 gold medals
3. in the Swimming and Shooting events
4. at some point in the future

* **Task 3:** Answer the questions.(page 140)

 **keys:**

1. It was solidarity, co-operation for peace and development.
2. 444 gold medals were won at the SEA Games.
3. The Vietnamese Women's Football Team successfully defended the SEA Games title.
4. The Thai Men's Football Team won the gold medal.
5. It was because firstly, to prepare for the 22nd SEA Games, Vietnam carried out an intensive programme for its athletes, which included training in facilities, both home and abroad; secondly, with the

<ul style="list-style-type: none"> - Get Ss to work in groups and name some Vietnamese athletes they love. - Work in groups. - Call some Ss to speak out their answers. - Give the answers. - Give comments. <p>-Do as teacher tells</p>	<p>strong support of their countrymen at home, Vietnamese athletes competed in high spirits.</p> <p>4. Production</p> <p>* Name some of the Vietnamese athletes you love. Say what they are famous for and what aspects of sportsmanship you admire (fairness, respect, generosity...)</p> <p>5. Homework:</p> <ul style="list-style-type: none"> - Learn by heart new words - Prepare for next lesson : Speaking
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VI. Comments

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Date of preparing:
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Week: 24

UNIT 13: THE 22ND SEA GAMES

Section B: Speaking



I. Objectives:

- By the end of the lesson, Sts will be able to report some of the records at the 22nd SEA Games the sports results of the match. After that, they can use it in the real life.

II. Language content

- Talking about sports events of the 22nd SEA Games
- Talking about (reporting) sports results

III. Techniques

- Communicative approach.

IV. Teaching aids: pictures, textbooks ...

V. Procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none"> - Get Ss to work in groups and list the names of sports played in the 22nd Sea Games. - Work in groups - Call Ss in groups write the answers on BB. - Write the answers on BB - Check - Lead in - Listen - Explain some new words. 	<p>1. Warm- up List the names of sports in the 22nd Sea Games. Expected answer:</p> <ul style="list-style-type: none"> - Swimming - Football - Cycling - Volleyball - <p>2. Pre- speaking * Vocabulary</p> <ul style="list-style-type: none"> - marathon (n): ['mærəθən]: chạy đua đường dài. - nil (n): không - third place play-off: trận đấu tranh HCD- - make a report on sth: tường thuật việc gì.. - result (n): kết quả

- Get Ss to work in pairs.
- Work in pairs
- Get Ss to give the answers.
- Give the answers.

- Provide Ss with some expressions
- Give Ss a model and ask them to make a conversation as a model.
- Use expressions to make conversations as a model
- Call on some pairs to present.
- Present.
- Give comments.

- Get Ss to look at the table and study the information and make a report on the records at the 22nd Sea Games.
- Study the information and make a report.
- Work in groups.
- Call on Ss to report.
- Present.
- Give comments.

*** Task 1:** Discuss and write the name of the sport under each symbol. Which sport (s) do you like/dislike? Give your reasons

Answer

1. football
2. tennis
3. swimming
4. cycling
5. basketball
6. running (athletics)

*** Useful expressions:**

- Could you tell me which / what kind of sports do you like / don't you like?
- Why do / don't you like it?
- I like / don't like because it is interesting / exciting / dangerous.

*** Model:**

- A: Could you tell me what kind of sports do you like to play?
- B: Cycling.
- A: Why do you like it?
- B: It's interesting. I can go round and it helps me keep fit.
- A: What kind of sport don't you like?
- B: Swimming. I'm not good at swimming.

3. While- speaking

Task 2: Task about some of the records at the 22nd SEA GAME, using the information in the table below

E.g: Boonthung, the Thai, won the Men's 200 metres. He ran 200 metres in 20.14 seconds

Answer:

- Amri, the Malaysian, won the men's Long Jumped 7.76 metres.
- Ruphai, the Thai, won the Women's High Jumped 1.86 metres
- Yurita, in Indonesian, won the Men's swimming. He swam 1500 metres in 13 minutes 19.26 seconds.
- Maria, the Filipino, won the Women's Cycling. She travelled 25 kilometres cross-country in 1 hour 29 minutes 35 seconds.
- Thailand, the Thai, won the Men's

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Period: 72
Week: 24

UNIT 13: THE 22ND SEA GAMES
Section C: Listening



I. Objectives:

- By the end of the lesson, Sts will be able to know more about the athletes' record in the 22nd Southeast Asian Games as well as their jobs when the Games are over.

II. Language content

- Listening and answering comprehension questions
- Listening and deciding on True or False statements

III. Techniques

- Communicative approach.

IV. Teaching aids:

Textbook, handouts, CD

V. Procedure

Teacher's and students' activities	Content
<p>- Introduce sts 2 pictures about Pole Vaulting and Women's Football.</p> <p>-Listen to teacher.</p> <p>-Answer teacher's questions.</p> <p>- Explore the 2 pictures to lead sts to the new lesson.</p> <p>- Lead sts to the new lesson</p> <p>-Listen to teacher.</p>	<p>1. Warm- up:</p> <p>* Picture A (book): This is the man that won the gold medal in Pole Vaulting.</p> <p>+ Can you guess where he comes from?</p> <p>A .Thailand B. Malaysia</p> <p>C. Myanmar D. Indonesia.</p> <p>+ What was his record?</p> <p>A. 4.5m B. 5.1m</p> <p>C. 4.8m C. 5.4m</p> <p>* Picture B: This is the Vietnam's Women's Football team.</p> <div data-bbox="842 1742 1283 1960" data-label="Image"> </div> <p>+ Can you tell me the names of some</p>

<ul style="list-style-type: none"> - Explain some new words - Play the CD and ask Ss to listen and repeat. - Take notes - Listen and repeat - Provide Ss with handout of task 1: Listen and choose the correct answer. - Get the handouts. - Study the information - Ask Ss to look at the sentences and their options. - Play the CD two times for Ss to do the task. - Listen to the CD and do the task. - Call Ss to give the answers. - Give the answers. - Play the CD again for checking. - Listen again for checking. - Get Ss to read all the statements and underline the key words. - Read the statements in task 2. - Play the CD again for Ss to do 	<p>Vietnamese women's footballers? + What was the score between Vietnam and Myanmar in the final match? + Do you know what Vietnamese women football players have been doing after the 22nd Sea Games?</p> <p>2. Pre- listening * Listen and repeat → podium (n): bục - tempting (adj): attractive - odd (adj): lạ, không bình thường - deal (n): hợp đồng kinh tế - proposal (n): lời đề nghị - milkmaid (n): cô gái vắt sữa - clear (v): nhảy qua - employee (n): nhân công - jobless(a) = unemployed (a): thất nghiệp</p> <p>2. While- listening</p> <p><u>1.Task 1:</u> Listen to the first newspaper article about Amnat, the winner in the 22nd Southeast Asian Games Pole Vaulting competition, and choose the correct answer.</p> <p>1. Amnat won ____ gold medal(s) in the Pole Vaulting competition. A. ten B. one C. three D. four</p> <p>2. He comes from ____. A.Singapore B.Indonesia C. Thailand D. Malaysia</p> <p>3. He cleared ____ metres. A.4.40 B.4.18 C.4.08 D. 4.80</p> <p>4.The Sea Games record was ____. A. 5,50m B. 5,15m C. 5,05m D. 5,35m</p> <p>Key: 1B 2C 3D 4C</p> <p>3. <u>Task 2:</u> Listen to the second 4. newspaper article about the players of Vietnam's Women's</p>
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<p>task 2.</p> <ul style="list-style-type: none"> - Listen again and do task 2. - Call Ss to give the answers. - Give the answers <ul style="list-style-type: none"> - Play the CD gain for checking. - Listen again for checking. <ul style="list-style-type: none"> - Get Ss to work in groups and discuss the question. - Work in groups. <ul style="list-style-type: none"> - Do as teacher tells 	<p>football team and decide whether the statements are True or False.</p> <p>* Key: 1T 2F 3T 4T 5F</p> <p>5. Post-listening:</p> <p>Work in groups. Discuss the following question: Which Vietnamese footballer(s) do you like best? Why?</p> <p>5. Homework:</p> <ul style="list-style-type: none"> - Learn by heart new words. - Prepare next part: Writing
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VI. Comments

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Date of preparing:
Date of teaching:
Period: 73
Week: 25

UNIT 13: THE 22ND SEA GAMES
Section D: Writing



I. Objectives:

- By the end of the lesson, Sts will be able to write a description of a football match.

II. Language content

- Describing a sporting event (a football match).


III. Techniques

- Communicative approach.

IV. Teaching aids:

Textbook, handouts ...

V. Procedure

Teacher's and students' activities	Content
<p>- Show Ss the picture and ask them some questions.</p> <p>- Look at the pictures and answer the questions.</p> <p>- Lead Ss to the new lesson.</p> <p>- Listen to the teacher.</p> <p>- Ask students to work in groups of</p>	<p>1. Warm- up</p>  <p>1. What are they doing? -> They are playing football/ soccer.</p> <p>2. How many teams are there in the football match? -> There are 2 teams.</p> <p>3. How many players are there in each team? -> There are 11 players.</p> <p>2. Pre- writing</p> <p>Task 1: Arrange these questions in the suitable sections.</p>

<p>four to discuss and decide section.</p> <ul style="list-style-type: none"> - Work in groups - Call each group to give their answer on board. - Give the answers - Check <p>- Ask students to work in pairs to ask and answer the questions above about the match they saw.</p> <ul style="list-style-type: none"> - Work in pairs. - Go around for helping. - Call 2 of these groups to go to the board and write the answers. - Check. - Take notes <p>-Give sts some useful language and expressions.</p>	<p>A) Introduction</p> <ol style="list-style-type: none"> 4. Why was the football match held? 7. What teams took part in the match? 3. When and where did the match take place? <p>B) Details of the match</p> <ol style="list-style-type: none"> 6. What was the weather like on that day? 1. How did each team play in the first half?/ second half? 8. What was the spectators' attitude? 9. Which team played better? 10. Who scored a goal? <p>C) Conclusion</p> <ol style="list-style-type: none"> 2. What was the result? 5. What did you think about the game? <p>* Task 2: Ask and answer the above questions.</p> <ul style="list-style-type: none"> ● Useful language: <ol style="list-style-type: none"> a. Nouns: <ul style="list-style-type: none"> -players / captain / defender / striker / goal keeper / referee. -spectators / opponents. -home team / visiting team. -goal kick (cú phát bóng) / freekick (quả đá phạt trực tiếp). -offside (việt vị) b. Verbs: <ul style="list-style-type: none"> -infringen (phạm lỗi) / dribble (lừa bóng) / pas the ball (chuyền bóng) / score a ball (ghi bàn) / take a pass (nhận đường chuyền) / even up the score (san bằng tỉ số) / obstruct (truy cản). c. Adjectives: <ul style="list-style-type: none"> -boring / competitive / exciting / fair / unfair / decisive (quyết liệt). * Special expressions: <ul style="list-style-type: none"> -a friendly football match between -in the first half / second half / extra time. -keep the ball away from the goal. -by a combination of passing and dribbling.
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<p>- Provide Ss handouts and ask students to write individually.</p> <p>- Individual work.</p>	<p>-give a kick straight into the goal. -score a goal. -jump up and cheer.</p> <p>3. While- writing</p> <p>* Task 3: Write a description of the football match mentioned above</p> <p style="text-align: center;">To celebrate the Ho Chi Minh Communist Youth Union's Foundation Day, our school sport club recently played a friendly football match with Thang Long High school's Football team. The match was held at 2.30 p.m on 25th of march on our school's playground.</p> <ol style="list-style-type: none"> 1. The match/ take place/ cool weather., which / be good for both teams. 2. From the beginning, two teams/ play very excitingly. 3. In the first half, we/ always keep the ball away from our goal/ and lead the ball toward our neighbour team. 4. However, after 30 minutes, the opponents/ score a goal. 5. The goal/ be/ so fine that all of the audiences/ jump up/ and cheer. 6. From then, the match/ become/ more exciting. 7. In the second half, our team/ play/ greater determination. 8. One of our excellent, Hai/ take/ a ball and / pass it skillfully / our striker, Lam/ who/ give a final kick into the goal. 9. The stadium / be broken/ again/ the shouts and whistles of the spectators. 10. It / be/ one against one. The atmosphere at the stadium / make/ the match/ become/ tenser and tesar. 11. Both teams/ try/ win. Many good chances/ make more score/ be missed. Everyone/ try/ their best, but no more score/ be given. <p style="text-align: center;">The match ended in a draw but all of us were very happy. I felt very</p>
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Date of preparing:

Date of teaching:

Period: 74

Week: 25

UNIT 13: THE 22ND SEA GAMES

Section E1: Language Focus

I. Objectives:

- By the end of the lesson, Sts will be able to practice linking and double comparison.

II. Language content

- Pronouncing linking

III. Techniques

- Communicative approach.

- know and how to use Comparative and comparative

IV. Teaching aids:

- Board, chalks, textbook and notebook.

V. Procedure

Teacher's and students' activities	Content
<p>-Explain the way of linking. - Listen to teacher. -Play the tape, ask sts to listen and repeat. -Listen to the tape and repeat. -Call some sts to read individually. -Read individually -Remark.</p> <p>-Give sts these situations to introduce them the grammar point: double comparison. -Listen to teacher and take notes.</p>	<p>1. Pronunciation: Linking - Think_of you! - Give_up smoking! * Form: -Consonant + vowel -Vowel + vowel * Practice: (page 145) 1.look_at..... 2took_off..... 3.quite_old..... 4.from_Australia..... 5.....friends_in..... 6.....</p> <p>2. Language focus: Double comparisons Activity 1 a. Situation 1: Using sub- board * What will happen with Mai? Every day, "I eat 2 loaves of bread; I have meat, chicken and a little rice for lunch. I drink a lot of milk in the evening. I don't like fruit and vegetables" * Mai will get fat →Mai is getting fatter and fatter → The more she eats, the fatter she will become b/ Situation 2: * How is the prize of travelling?</p>

- Ask them to draw out the structures.
- Draw out the structures.
- Call 2 sts to write the structures on board.
- Write the structures on board.
- Remark.

- Give sts suitable time to do the exercises in groups.
- Call each group to stick their answer on board.
- Write their answers on board.
- Give feedback.
- Take notes.

- Do as teacher tells

“Two years ago, I went to Hanoi by train. I spent 40.000 dong for the ticket. Now, everything is different. It takes me nearly 70.000 dong to go there”.

* Travelling by train is becoming **more and more expensive**.

- **The more expensive** travelling is, **the more boring** passengers become.

COMPARATIVE AND SUPERLATIVE FORMS OF ADJECTIVES AND ADVERBS

(Các hình thức so sánh hơn và so sánh nhất của tính từ và trạng từ)

1. One-syllable adjectives and adverbs:

The - **Er and –Est** forms are added.

(Đối với tính từ và trạng từ một vần ta thêm **Er và Est** vào sau)

old	older	the oldest
wise	wiser	the wisest
fast	faster	the fastest
hard	harder	the hardest
happy	happier	the happiest
busy	busier	the busiest
hot	hotter	the hottest
big	bigger	the biggest
fat	fatter	the fattest

2. Two- syllable adjectives : for most two-syllable adjectives, **more and most** are used.

(Tính từ hai vần : **More and Most** được dùng)

Famous more famous the most famous

Pleasant more pleasant the most pleasant

* **Some two – syllable adjectives** use – **Er/ - Est** or **More/ Most** :

able, angry, clever, common, cruel, friendly, gentle, handsome, narrow, pleasant, polite, quite, simple, sour.

(Một số tính từ hai vần dùng : **Er/**

- **Est hoặc More/ Most** như :

able, clever, common , cruel, friendly, gentle, handsome, narrow, pleasant, polite, quite, simple, sour.

clever cleverer / more clever

the cleverest / the most

- Give sts suitable time to do the exercises in groups.
- Call each group to stick their answer on board.
- Write their answers on board.
- Give feedback.
- Take notes.

- Give sts suitable time to do the exercises in groups.
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- Call each group to stick their answer on board.
- Write their answers on board.
- Give feedback.
- Take notes.

- Give sts suitable time to do the exercises in groups.
- Call each group to stick their answer on board.

Eg: It is darker and darker : trời càng lúc càng tối
 + Long Adj: **S + be + MORE and MORE + tính từ dài**

Eg: She is more and more beautiful : cô ta ngày càng đẹp.

1.2. Loại 2 mệnh đề

a. Meaning: Cấu trúc này có nghĩa là : càng thì càng.....

b. Form: **The + + clause, the + + clause**

Eg1: He eats a lot. He is fat => The more he eats, the fatter he is

Eg2: He eats a lot of pork. He is fat. => The more pork he eats, the fatter he is.

2. Các hình thức so sánh kép

2.1. “Càng ngày càng...” “mỗi lúc một hơn”.

<p>S + be + less + and + less + short adj V + less + and + less + short adv</p>
--

Eg: - It is darker and darker.
 - She is fatter and fatter.

<p>S + be + less + and + less + long adj V + less + and + less + long adv</p>
--

Eg: - She is more and more beautiful.
 - The lessons are more and more difficult.

2.2. “Càng ngày càng...” “mỗi lúc một ít”.

<p>S + be + less + and + less + short adj V + less + and + less + short</p>
--

- Write their answers on board.
- Give feedback.
- Take notes.

adv

S + be + less
+ and + less + long
adj
V +
less
+ and + less + long
adv

Eg: - The goods are less and less good.

- She is less and less beautiful.

2.3. “Càng thì càng hơn”.

The + ss hơn + S + be,
The + ss hơn + S + be.
The + ss hơn + S + V,
The + ss hơn + S + V.

Eg: - The nicer the weather is, the better the crops are.

- The more difficult the exercise is, the more interesting it is.

2.4. “Càng thì càng kém / ít”.

The + ss kém + S + be,
The + ss kém + S + be.
The + ss kém + S + V,
The + ss kém + S + V.

Eg: - The less difficult the exercise is, the less interesting it is.

3. Homework

- Do exercises in workbook
- Prepare next lesson.

VI. Comments

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Date of preparing:
Date of teaching:
Period: 75
Week: 25

UNIT 13: THE 22ND SEA GAMES

Section E2: Language Focus

I. Objectives:

- By the end of the lesson, Sts will be able to practice linking and double comparison.

II. Language content

- Pronouncing linking
- Know how to use

III. Techniques

- Communicative approach.
- know and how to use Comparative and comparative

IV. Teaching aids:

- Board, chalks, textbook and notebook.

V. Procedure

Teacher's and students' activities	Content
<p>.</p> <ul style="list-style-type: none"> - asks sts to do exercise 1 and take notes some points -Give sts suitable time to do the exercises in groups. -Call each group to stick their answer on board. -Write their answers on board. - Give feedback. - Take notes. <ul style="list-style-type: none"> - asks sts to do exercise 1 and take notes some points -Give sts suitable time to do the exercises in groups. -Call each group to stick their answer on board. -Write their answers on board. - Give feedback. - Take notes 	<p style="text-align: center;">Activity</p> <p>Exercise 1: Matching (page 146)</p> <p>* Keys: 1 – c ; 2- e ; 3 – a; 4 – b; 5 – d; 6 – g; 7 – f</p> <p>Exercise 2: Using the structure comparative and comparative</p> <p>* Keys: 1.....shorter and shorter 2.....more and more expensive 3.....worse and worse 4.....more and more complicated 5.....better and better 6.....more and more active 7.....more and more difficult 8.closer and closer</p>

- Asks sts to do exercise 1 and take notes some points
- Give sts suitable time to do the exercises in groups.
- Call each group to stick their answer on board.
- Write their answers on board.
- Give feedback.
- Take notes

- Asks sts to do exercise 1 and take notes some points
- Give sts suitable time to do the exercises in groups.
- Call each group to stick their answer on board.
- Write their answers on board.
- Give feedback.
- Take notes

Exercise 3:

Using the structure the + comparative, the + comparative

***Keys:**

1.the better I feel
- 2.....the faster you will learn
- 3.....the more impatient he became
- 4.....the higher your bill will be
- 5.....the better the service
- 6.....the more I liked him
....the more you want

Exercise 4:

Use double comparative to complete these following sentences

1. They are big, they fall fast.
→ The _____
2. It is hot, I feel miserable.
→ The _____
3. I look into your eyes much, I love you much.
→ The _____
4. He got old, he became bad-tempered.
→ The _____
- 5- He worked hard. He felt very bad.
→ The _____
- 6- When we think of the exam, we get more and more excited.
→ The _____
- 7- As this road gets busier, it becomes more and more dangerous.
→ The _____
- 8- When you get near to the Equator, the temperature becomes high.
→ The _____
- 9- If she stays in England a long time, her English will be very good.
→ The _____
- 10- You write fast, your writing becomes illegible.
→ The _____

***Keys:**

Answer key.

1. The bigger they are, the faster they fall.

<p>- Do as the teacher asked. - Ask Students to review the lesson and prepare next lesson</p>	<p>2. The hotter it is, the more miserable I feel 3. The more I look into your eyes, the more I love you. 4. The older he got, the more bad-temper he became. 5- The harder he worked , the worse he felt . 6- The more we think of the exam, the more excited we get 7- The busier this road gets, the more dangerous it becomes 8- The nearer you get to the equator, the higher the temperature becomes. 9- The longer she stays in England , the better her English will be 10- The faster you write, the more illegible your writing becomes</p> <p>3. Homework - Do exercises in workbook - Prepare next lesson.</p>
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 76

Week: 26

REVISION

I. Objectives:

- Students revise the use of:
 - + modal verbs in sentences
 - + modal + have + past participle in sentences
 - + modals in the passive voice in sentences
 - + transitive and in transitive in sentences
 - + double comparison
 - + vocabulary in unit 11, 12,13

II. Language content:

- Grammar: : + modal verbs in sentences
 - + modal + have + past participle in sentences
 - + modals in the passive voice in sentences
 - + transitive and in transitive in sentences
 - + double comparison
 - + vocabulary in unit 11, 12,13

III. Teaching methods: integrated, mainly communicative.

IV. Teaching aids: board, chalks, textbook, handout, paper

V. Procedures:

Teacher's and students' activities	Content
1. Presentation	
- T: Review : <ul style="list-style-type: none">- modal verbs in sentences- modal + have + past participle in sentences- modals in the passive voice in sentences _ Ss: Listen, remember and write down	Some structures about : <ul style="list-style-type: none">+ modal verbs in sentences+ modal + have + past participle in sentences+ modals in the passive voice in sentences+ transitive and in transitive in sentences+ double comparison+ vocabulary in unit 11, 12,13
2. Practice	
- T: Gives handout for students	<u>Exercise</u> Choose the word which is stressed differently from the rest. 1. a. enthusiast ₂ b. successfully

<p>- T: Ask Ss to work individually and rewrite the following sentences using the given phrase</p>	<p>c. competitor₂ d. participation₃ 2. a. spirit₁ b. impress₂ c. event d. perform₂</p>
<p>- S: Look at handout and do the exercise</p>	<p>3. a. development₂ b. cooperation₁ c. surprisingly₂ d. facility₂</p>
<p>- T : After calling Ss to go to the board and write their answer.</p>	<p>4. a. festival₁ b. badminton₁ c. participant₂ d. organize₁</p>
<p>- S : go to the board and write down the answer.</p>	<p>5. a. solidarity₃ b. energetic₃ 6. c. excellently₁ d. combination₃</p>
<p>- T :correct s</p>	<p>Choose a, b, c, or d that best completes each unfinished sentence, substitutes the underlined part, or has a close meaning to the original one.</p>
<p>- S: look at he board and write down</p>	<p>7. Vietnam was _____ host country of the 22nd SEA Games. a. a b. an c. the d. Ø</p>
<p>- T: Gives handout for students</p>	<p>8. The 22nd SEA Games Mascot is _____ Golden Buffalo. a. a b. an c. the d. Ø</p>
<p>- T: Ask Ss to work individually and rewrite the following sentences using the given phrase</p>	<p>9. To prepare for the 22nd SEA Games, Vietnam carried out _____ intensive program for the athletes. a. a b. an c. the d. Ø</p>
<p>- S: Look at handout and do the exercise</p>	<p>10. How many _____ took part in the 22nd SEA Games? a. compete b. competitors c. competition d. competitor</p>
<p>- T : After calling Ss to go to the board and write their answer.</p>	<p>11. The second part of the program in the 22nd SEA Games opening ceremony was named " _____ for Peace". a. Cooperate b. Cooperation c. Cooperative d. Cooperatively</p>
<p>- S : go to the board and write down the answer.</p>	<p>12. The _____ wanted to reduce the breadth of the games, with many events currently having small fields and weak competition. a. organize b. participate</p>
<p>- T :correct s</p>	<p>12. The _____ wanted to reduce the breadth of the games, with many events currently having small fields and weak competition. a. organize b. participate</p>
<p>- S: look at he board and write down</p>	<p>a. organize b. participate</p>

<p>- T: Gives handout for students</p> <p>- T: Ask Ss to work individually and rewrite the following sentences using the given phrase</p> <p>- S: Look at handout and do the exercise</p> <p>- T : After calling Ss to go to the board and write their answer.</p> <p>- S : go to the board and write down the answer.</p>	<p>organization c. organizable d. organizers</p> <p>13.In 2006, Viet Nam made a deep impression _____ other countries in the region by successfully hosting the Southeast Asian Student Sport Festival. a. with b. for c. in d. on</p> <p>14.The Southeast Asian Student Sport Festival is the biggest sport event _____ the youths in the region. a. for b. on c. in d. of</p> <p>15.At his last attempt the athlete was successful _____ passing the bar. a. in b. for c. with d. on</p> <p>16.The number of Vietnamese sport officials and referees of international standard <u>taking part in</u> regional tournaments has increased rapidly. a. hosting b. participating c. achieving d. succeeding</p> <p>17.At the 23rd SEA Games, Viet Nam proved its position in the region by _____ third behind the host - the Philippines and second-ranked Thailand. a. finishing b. playing c. preparing d. performing</p> <p>18.In the 22nd SEA Games in 2003, the country _____ the competition with 340 medals, including 156 golds, 91 silvers and 93 bronzes. a. defended b. cost c. topped d. ranked</p> <p>19.To improve its athletes' _____, Viet Nam has regularly exchanged delegation of sport officials, coaches, referees and athletes with other countries. a. team b. competitor c. appearance d. performance</p> <p>20._____ is the activity of doing special exercises regularly in order</p>
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- T :correct s

- S: look at he board and write down

to make your muscles grow bigger.

a. Wrestling **b.**

Bodybuilding c. Weightlifting

d. Badminton

21. He is a great sports _____. He rarely misses any sport games although he was busy.

a. enthusiast b. player
c. energy d. programmer

22. As she did so, her parents became _____.

a. the angriest b. the most angry
c. the more angry **d. angrier and angrier**

23. People should eat _____ and do _____ to reduce the risk of heart disease.

a. less fat / more exercise
b. less and less fat / the more exercise
c. the less fat / the more exercise
d. fatter / more exercise

24. He spent a year in India and loves spicy food. _____ the food is, _____ he likes it.

a. The hotter / the more and more
b. The hotter / the more
c. The more and more hot / the more
d. The hottest / the most

25. Of course you can come to the party. _____.

a. The more the merrier
b. The more and the merrier
c. The more and merrier
d. The more and more merrier

26. I feel _____ I did yesterday.

a. much more tired than
b. many more tired than
c. as many tired as
d. as more tired as

27. She is _____ a spectator.

a. more an athlete than
b. more of an athlete than
c. an athlete more than
d. an athlete of more than

28. His house is _____ mine.

<p>- T: Gives handout for students</p> <p>- T: Ask Ss to work individually and rewrite the following sentences using the given phrase</p> <p>- S: Look at handout and do the exercise</p> <p>- T : After calling Ss to go to the board and write their answer.</p> <p>- S : go to the board and write down the answer.</p> <p>- T :correct s</p> <p>- S: look at he board and write down</p>	<p>a. twice as big as b. as twice big as</p> <p>c. as two times big as d. as big as twice</p> <p>29. _____ live in Ho Chi Minh City than in the whole of the rest of the country.</p> <p>a. As much as people b. More people</p> <p>c. As many as people d. People more</p> <p>30.It gets _____ to understand what the professor has explained.</p> <p>a. the more difficult</p> <p>b. more difficult than</p> <p>c. difficult more and more</p> <p>d. more and more difficult</p> <p>31.You must drive slower in built up areas. _____ you drive in the city, it is _____ that you will have an accident.</p> <p>a. The faster and faster / the more</p> <p>b. The faster / the more probable</p> <p>c. The more and more fast / the more and more probable</p> <p>d. The more fastly / the probable</p> <p>Choose the sentence which has the closest meaning to the original one.</p> <p>32.There are more sports competed in this SEA Games than in last SEA Games.</p> <p>a. The sports competed ill this SEA Games are the same as those in last SEA Games.</p> <p>b. Not as many sports were competed in last SEA Games as in this SEA Games.</p> <p>c. In the last SEA Games there were some sports which were not competed.</p> <p>d. In this SEA Games, there are less sports competed than in last SEA Games.</p> <p>33.No one in the team can play better than John.</p>
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<p>- T: Gives handout for students</p> <p>- T: Ask Ss to work individually and rewrite the following sentences using the given phrase</p> <p>- S: Look at handout and do the exercise</p> <p>- T : After calling Ss to go to the board and write their answer.</p> <p>- S : go to the board and write down the answer.</p> <p>- T :correct s</p> <p>- S: look at he board and write down</p>	<p>a. John plays well but the others play better.</p> <p>b. John as well as other players of the team plays very well.</p> <p>c. Everyone in the team, but John, plays very well.</p> <p>d. John is the best player of the team.</p> <p>34.He only feels happy whenever he does not have much work to do.</p> <p>a. The more he works, the happier he feels.</p> <p>b. The less he works, the happier he feels:</p> <p>c. His work makes him feel happy.</p> <p>d. He feels happier and happier with his work.</p> <p>35.More petrol is consumed nowadays than ten years ago.</p> <p>a. Not so much petrol was consumed ten years ago as nowadays.</p> <p>b. Petrol consumption is going down nowadays.</p> <p>c. We had more petrol ten years ago than we do nowadays.</p> <p>d. We should consume as much petrol as possible.</p> <p>36.I learn a lot but I cannot remember anything.</p> <p>a. I learn more and more and remember more and more.</p> <p>b. The less I learn, the more I remember.</p> <p>c. The more I learn, the less I remember.</p> <p>d. I remember not only what I have learnt.</p> <p>Read the passage carefully and choose the correct answer.</p> <p>The 25th SEA Games is scheduled <i>to</i> be held in Vientiane, Laos in 2009. This will be the first time the country has ever held a Southeast Asian Games. If Laos failed <i>to</i> meet</p>
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<p>- T: Gives handout for students</p> <p>- T: Ask Ss to work individually and rewrite the following sentences using the given phrase</p> <p>- S: Look at handout and do the exercise</p> <p>- T : After calling Ss to go to the board and write their answer.</p> <p>- S : go to the board and write down the answer.</p> <p>- T :correct s</p>	<p>qualifications <i>to</i> hold the event in time, the games would be moved to Singapore. It will also commemorate the 50 years of the SEA Games.</p> <p>Because of the limited sports facilities in Vientiane, only 25 sports will be in competition. Among the sports will be missing from competition are cycling, gymnastics, hockey, rowing and weightlifting. The 'games will retain events like tenpin bowling, petanque, billiards, 'dragon' boat racing, sepak takraw, wushu, Muay Thai and pencak silat, and will resume the sport of juggling a shuttlecock with feet. The cutback is partly due <i>to</i> the land-locked country - with no sailing, windsurfing or triathlon and also lack of facilities in Vientiane.</p> <p>Laos will host the games with a budget of \$80 million, with the help of China who is building a new stadium <i>to</i> be used as the main venue on a 182-hectare lot in the Vientiane suburb of Saythani district. The stadium will be the biggest in the country and will be able <i>to</i> accommodate over 20,000 spectators. Vietnamese government official has affirmed that Vietnam will help Laos successfully organize the 25th SEA Games. Under the cooperation program, Vietnam will train Lao coaches and athletes, provide equipment and 'send experts <i>to</i> Laos to help it successfully organize the sporting event.</p> <p>37.The 25th SEA Games in Vientiane, Laos in 2009 also commemorates the 50 years of the SEA Games. a. True b. False c. No</p> <p>information</p> <p>38.Laos reduces some sport games due to the lack of facilities. a. True b. False c. No</p>
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- S: look at the board and write down

information

39. Wushu will not be competed in the 25th SEA Games.

a. True **b. False** c. No

information

40. Laos has not any help from foreign countries.

a. True **b. False** c. No

information

41. All Laotian athletes are being trained in Vietnam.

a. True b. False **c. No**

information

Fill in each numbered blank with one suitable word or phrase.

The 24th Southeast Asian Games was (41) _____ in Thailand from December 6 to December 16, 2007. The Thai Olympic Committee was (42) _____ the event to coincide with the commemoration of 80th birthday of King Bhumibol Adulyadej. Officials were studying the possibility of doing the events in multiple venues (43) _____ what had been done in Vietnam and the Philippines. It was (44) _____ sixth time Thailand hosted the SEA Games. Thailand hosted the 1959, 1967, 1975, 1985 and 1995 SEA Games.

On 24 February 2006, northeast Thailand's Province authorities met to (45) _____ the 2007 SEA Games schedule, and progress on the province's under-construction US\$65 million sports complex. The meeting provided an overview of (46) _____, and ended with reassurances that everything would be ready (47) _____ SEA Games in 2007.

The sports (48) _____ included a 5,000-seater indoor stadium and 16 tennis court facilities among other facilities scheduled to be finished on June 2007.

Date of preparing:

Date of teaching:

Period: 77

Week: 26

WRITTEN TEST

Time: 45 minutes

Date of preparing:
Date of teaching:
Period: 78
Week: 26

CORRECT WRITTEN TEST
Time: 45 minutes

Date of preparing:

Date of teaching:

Period: 79

Week: 27

UNIT 14: INTERNATIONAL ORGANIZATIONS

Section A1: Reading

I. Objectives:

- By the end of the lesson, Sts will be able to:
- Know about International Red Cross and its activities.

II. Language content

- Guessing meaning in context, scanning for specific information and passage comprehension





III. Techniques

- Communicative approach.

IV. Teaching aids:

Textbook, projector, handouts

V. Procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none">- Get Ss to look at the symbols and work in groups to answer the guiding questions.- Work in groups.- Call on Ss to give the answers- Give the answer.- Lead Ss to the new lesson.- Listen to the teacher.	<p>1. Warm up</p> <div style="display: flex; justify-content: space-around; align-items: center;"><div style="text-align: center;"> UN</div><div style="text-align: center;"> UNICEF</div></div> <div style="display: flex; justify-content: space-around; align-items: center;"><div style="text-align: center;"> WHO</div><div style="text-align: center;"> WWF</div></div> <p>*Questions:</p> <ol style="list-style-type: none">1. What organizations do these symbols represent?2. What roles do they play in the world? <p>*Suggestion:</p> <ol style="list-style-type: none">1. The United Nations, the United Nations Children's Emergency Fund, World Health Organization, World Wildlife Fund2. Their roles are to improve different aspects of life, i.e., peace, health,

Date of preparing:

Date of teaching:

Period: 80

Week: 27

UNIT 14: INTERNATIONAL ORGANIZATIONS

Section A2: Reading

I. Objectives:

- By the end of the lesson, Sts will be able to:
- Know about International Red Cross and its activities.

II. Language content

- Guessing meaning in context, scanning for specific information and passage comprehension

III. Techniques

- Communicative approach.

IV. Teaching aids:

Textbook, projector, handouts

V. Procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none">- asks 2 sts to go to the board and write new words- check if necessary - Get Ss to do task 1- Do task 1.- give time for sts to scan the text and do task 1- Call Ss to give the answers- Give the answers- Give feedback.- Take notes.	<p>*. Practice Task 1: Choose the best words to complete the following sentences. Keys: 1,dedicated 2,appealed 3,initiated 4,appalled 5,resulted</p> <p>*Task 2: True / False statements. -Keys: 1T, 2T, 3T, 4F, 5T</p>

Date of preparing:
Date of teaching:
Period: 81
Week: 27

UNIT 14: INTERNATIONAL ORGANIZATIONS

Section B: Speaking

I. Objectives:

- Students could ask and answer about international organizations in the world

II. Language content

- Talking about international organizations and their activities in charity and volunteer work



III. Techniques

- Communicative approach.

IV. Teaching aids:

Textbook, projector, handouts

V. Procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none"> - Ask students to keep book close. - Keep books close - Ask students to look at the logos and match them with the organizations they stand for. - Look at the board and match each logo with each organization. - Check in front of the class - Listen to the teacher -Lead sts to the new lesson: asking and answering about international organizations. -Run through some new words. -Listen to teacher and taking notes. -Ask sts to repeat the list of new words in chorus. -Repeat after teacher. 	<p>1. Warm-up: Matching * logos:</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>1. 2. 3.</p> <p>* organizations:</p> <ul style="list-style-type: none"> a. WHO b. WWF c. UNICEF <p>2. Pre-speaking</p> <p>a. Vocabulary:</p> <ul style="list-style-type: none"> - establish (v) – found (v): thành lập - attainment (n): accomplishment & achievement - carry out (v): thực hiện - advocate (v): to recommend or support sth -potential (n): tiềm năng

Date of preparing:

Date of teaching:

Period: 82

Week: 28

UNIT 14: INTERNATIONAL ORGANIZATIONS

Section C: Listening

I. Objectives:

By the end of the lesson, Sts will be able to listen and give information about United Nations Organization.

II. Language content

- Listening and comprehension questions
- Listening and deciding on True or False statements or no information

III. Techniques

- Communicative approach.

IV. Teaching aids:

Textbook, projector, handouts, CD, cassette player.

V. Procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none">- Show Ss one by one picture and ask Ss to guess the name of the organization.- Look at the pictures.- Get the answer.- Give the answer.- Lead Ss to the new lesson.- Listen to the teacher. - Explain some new words.- Take notes- Play the CD- Ask Ss to listen and repeat.- Listen and repeat. - Get Ss to read the questions and their options.	<p>1. Warm up: Guessing What organization is it? => It's The United Nations.</p> <p>2. Pre- listening * Vocabulary - establish (v) = found (v): thành lập - destruction (n): sự phá hủy - independence (n): độc lập - colony (n): nước thuộc địa - international (a): thuộc về quốc tế - goal (n): mục tiêu - organization (n): tổ chức, cơ quan</p> <p>3. While- listening Task 1: Circle the best answer: Key: 1C. 2D. 3C</p>

- Read the questions and their choices.
- Guide Ss to read the number of year and explain the choices
- Play the CD twice for Ss to listen and choose the answers.
- Listen to the CD and choose the best answers.
- Call Ss to speak out the answers.
- Speak out the answers.
- Play the CD again for checking.
- Listen again for checking

- Provide Ss with some words and phrases.
- Look at the words provided and the passage.

- Play the CD for Ss to fill in the missing information.

- Listen to the CD and fill in the missing information.
- Call Ss to write the answers on BB.
- Write the answers on BB
- Play the CD again for checking.
- Listen again for checking.

- Get Ss to work in pairs and ask and answer questions about the UN.
- Work in pairs.
- Call 2 pairs to present.
- Present
- Remark.
- Listen to the teacher.

- Do as the teacher asked.
- Ask Students to review the lesson and prepare next lesson

Task 2: Fill in the missing words.

Key:

1. solve international problems
2. the UN
3. in its goals
4. at war
5. independence

4. Post- listening

Work in pairs: Ask and answer questions about The United Nations UN

1. Founded: 1945.
2. Headquarters: New York.
3. Aims:
 - + to work together for international peace and to solve international problems;
 - + to develop friendly relations among nations;
 - + to work together for human rights for everyone of all races, religions, languages and of both sexes;
 - + to build a centre where nations can work together for these goals.
4. Members: 192.
5. Secretary General : Ban- Ki Moon

5. Homework

- Learn by heart new words
- Prepare next part: **Writing**

VI. Comments

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Date of preparing:
Date of teaching:
Period: 83
Week: 28

UNIT 14: INTERNATIONAL ORGANIZATIONS
Section D: Writing

I. Objectives:

- By the end of the lesson, Sts will be able to write a short description of an international organization.

II. Language content

- Writing a narrative


III. Techniques

- Communicative approach.

IV. Teaching aids:

Student's book, notebook, some pictures

V. Procedure

Teacher's and students' activities	Content
<p>- Ask students to keep book close. -Close their books. - Asking students to match the symbols with the information. -Do the exercise in groups. - Check and lead sts to the new lesson: writing about the organization you'd like to work for. -Listen to teacher.</p>	<p>1. Warm-up:</p>  <p>A B C</p> <p>1. It was founded in 1961. Its aim is to protect endangered wild animals and their habitat. 2. It was founded in 1945. Its aims are to work together for international peace and to solve international problems; to develop friendly relations among nations; to work together for human rights for everyone of all races, religions, languages and of both sexes; and to build a centre where nations can work together for these goals. 3. It was founded in 1948. Its aim is the attainment by all peoples of the</p>

<p>- Go through the list of suggestions above and explain some new words.</p> <p>-Listen to teacher and take notes.</p> <p>- Ask students to work in groups.</p> <p>-Work in groups.</p> <p>- Walk around for help.</p> <p>- Call some to write their ideas on board.</p> <p>- Write their ideas on board.</p> <p>- Give comment.</p> <p>-Ask students to use the ideas they have discussed above to write a paragraph about the reasons they choose to work for one of the above international organizations.</p> <p>- Let them work in groups.</p> <p>-Do the exercise in groups.</p> <p>- Go round for help.</p> <p>-Call 2 sts to write their paper on board while others exchange their paper together.</p> <p>-Write their paper on board.</p> <p>-Give feedback.</p>	<p>highest possible level of health.</p> <p>2. Pre-writing:</p> <p>*Vocabulary:</p> <p>- have an opportunities (v.ph): có cơ hội</p> <p>- do research on (v.ph): nghiên cứu, tiến hành nghiên cứu</p> <p>- be good at (v.ph): giỏi về</p> <p>- charity (n): hội từ thiện</p> <p>*Task 1 : Discuss the question (p 158)</p> <p>Model :</p> <p>Ss 1: Which international organizations would you like to work for , WWF, WHO, UN ?</p> <p>Ss2: I like to work for WHO.</p> <p>Ss3: Why do you choose to work for WHO ?</p> <p>Ss2: Because I like biology and I'm very good at it . If I work for WHO , I will have a chance to do much medical research and help improve international health care. I will meet people from difference countries in the world and I will speak English at work.</p> <p>3. While- writing:</p> <p>Task 2 : (P 158)</p> <p>Model :</p> <p>I like to work for the WHO for the number of reasons. First, I really like biology and I'm very good at it . If I work for WHO , I will have a chance to do much medical research and help improve international health care. Second, I will meet people from difference countries in the world and I will speaker English at work. Third, ...</p>
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<ul style="list-style-type: none"> -Take notes. - Give suggestions and corrections - Ask students to read another’s description - Ask some students to read loudly their description - Correct mistakes and mark - Review at home. 	<p>4. Post-writing</p> <ul style="list-style-type: none"> - Some students read loudly their products in front of the class <p>Everyone has his or her own choice .To me, supposed I was offered to work for one of the international organizations, I’d like to work for WHO for a number of reasons .First, if I work for WHO ,I will have an opportunity to live...</p> <p>5. Homework:</p> <ul style="list-style-type: none"> - Rewrite the paragraph at home - Prepare next part: Language Focus.
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VI. Comments

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Date of preparing:
Date of teaching:
Period: 84
Week: 28

UNIT 14: INTERNATIONAL ORGANIZATIONS

Section E: Language Focus

I. Objectives:

- By the end of the lesson, Sts will be able to practice the falling tune and use phrasal verbs

II. Language content

- Intonation and phrasal verbs

III. Techniques

- Communicative approach.

IV. Teaching aids:

Student's book, pictures

V. Procedure

Teacher's and students' activities	Content
<p>- Give some examples related to the intonation and reading them as the samples, then ask Ss the question "What intonation can I use in here: the falling tune or the rising tune?"</p> <p>-Listen to teacher and answer the question.</p> <p>-Lead sts to the new lesson: the falling tune.</p> <p>- Listen to the teacher.</p> <p>- Read the sentences loudly.</p> <p>- Ask students to repeat in chorus.</p> <p>- Repeat in chorus.</p> <p>-Call some to read these sentences individually.</p> <p>- Read individually.</p> <p>- Correct sts' pronunciation.</p> <p>-Explain some cases to fall tune: narrative sentences; imperative;</p>	<p>1. Warm- up: INTONATION : Eg : - What do you think of it ? - What does ASEAN stand for ?</p> <p>→The falling tune</p> <p>* Pronunciation</p>

Wh-questions.

- Listening to the teacher and taking notes.

-Listen to teacher and take notes.

- Explain sts the use of phrasal verbs and introduce them some phrasal verbs so that they can do exercises.

- Give sts suitable time to do the exercises in pairs.

- Work in pairs.

- Call some to give their answer on board.

- Write their answer on board.

- Give feedback.

-Take notes.

- Give sts suitable time to do the exercises in pairs.

- Work in pairs.

- Call some to give their answer on board.

- Write their answer on board.

2. Language focus: Phrasal verbs.

Activity 1

* ⇨ Phrasal Verbs : là cụm động từ được theo sau bởi một giới từ nhất định để có được một nghĩa khác (learn by heart).

* Some phrasal verbs:

-fill in: điền vào, ghi vào

-get over = recover: vượt qua, khắc phục

-get up: thức dậy

-give up: từ bỏ

-go away: biến mất, tan đi

-go in: vào, đi vào

-go off : nổ, reo

-go out: tắt

-go over = review: ôn lại

-hold up: làm trở ngại

-hurry up: làm gấp

-turn up: arrive: đến, xuất hiện

-try out: thử

-turn off # turn on: tắt, khóa # mở, bật

-turn round: quay lại

-lie down: nằm nghỉ

-put on: mặc vào

-take after: resemble: giống với

Activity 2

* Exercise 1

- | | |
|-------------|-------------|
| 1. give up | 6. look up |
| 2. fill in | 7. turn off |
| 3. turn on | 8. fill in |
| 4. take off | 9. go on |
| 5. wash up | |

* Exercise 2

- | | |
|---------|----------|
| 1. in | 2. up |
| 3. out | 4. round |
| 5. on | 6. up |
| 7. down | 8. away |
| 9. down | 10. On |

<ul style="list-style-type: none"> - Give feedback. -Take notes. - Give sts suitable time to do the exercises in pairs. - Work in pairs. - Call some to give their answer on board. - Write their answer on board. - Give feedback. -Take notes. - Ask sts to review the lesson at home. - Review at home. 	<p>*Exercise 3</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. turns up</td> <td style="width: 50%;">2. look after</td> </tr> <tr> <td>3. takes after</td> <td>4. got over</td> </tr> <tr> <td>5. held up</td> <td>6. try out</td> </tr> <tr> <td>7. went off</td> <td></td> </tr> </table> <p>3. Homework:</p> <ul style="list-style-type: none"> - Do exercises in workbook - Prepare for the written test 	1. turns up	2. look after	3. takes after	4. got over	5. held up	6. try out	7. went off	
1. turns up	2. look after								
3. takes after	4. got over								
5. held up	6. try out								
7. went off									

VI. Comments

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Date of preparing:

Date of teaching:

Period: 85

Week: 29

TEST YOURSELF E

I. Objectives:

- By the end of the lesson, Sts will be able to
- Review sts' knowledge of Unit 12, 13, and 14
- Improve their knowledge through the test yourself.

II. Language content

- Review skills: reading, speaking, listening, and writing.

III. Techniques

- Communicative approach.

IV. Teaching aids: Textbook, tape, cassette player, board, hand-outs...

V. Procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none">- Play the tape twice and ask sts to take notes.- Listen to the tape and take notes.- Call some to give their answer on board.- Give their answers on board.- Play the tape one more time to check their answers.- Check their answers.- Give feedback. <p>Ask sts to distinguish the difference among these kinds of aquatic sports.</p> <ul style="list-style-type: none">- Distinguish the difference among these sports.- Give sts suitable time to match each description with each appropriate type of sport.- Do the exercise in groups.- Call 2 sts to give their answer on board.- Give answer on board.- Give comment.- Take notes.	<p>I. Listening:</p> <ol style="list-style-type: none">1.illustrations2.preserve3.bamboo4.8685.knowledge <p>II. Reading:</p> <p>*Vocabulary:</p> <ul style="list-style-type: none">-swimming-synchronized swimming-snorkeling-scuba diving-water polo <p>*Matching:</p> <ol style="list-style-type: none">1.synchronized swimming2.snorkelling3.swimming4.water polo5.scuba diving

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Date of preparing:
Date of teaching:
Period: 86
Week: 29

UNIT 15: WOMEN IN SOCIETY

Section A: Reading

I. Objectives:

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

- Know about the role of women in society.

-Guess meaning in context, scan for specific information and passage comprehension.

II. Language content

- Guessing meaning from context

- Summarizing main idea







- Passage comprehension

III. Techniques

- Communicative approach.

IV. Teaching aids: Real objects, pictures, English textbook 12, hand-outs

V. Procedure:

Teacher's and students' activities	Content
<ul style="list-style-type: none"> - Get Ss to work in groups. -Work in groups. - Ask Ss to look at the pictures and match them with the descriptions. - Match the pictures with the descriptions. - Call on Ss to give the answers. - Let Ss to the new lesson. - Listen 	<p style="text-align: center;">1. Warm up: Matching</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>1</p> </div> <div style="text-align: center;">  <p>2</p> </div> <div style="text-align: center;">  <p>3</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 10px;"> <div style="text-align: center;">  <p>4</p> </div> <div style="text-align: center;">  <p>5</p> </div> <div style="text-align: center;">  <p>6</p> </div> </div> <ul style="list-style-type: none"> a. childbearing b. working at the office c. going to market/ supermarket d. cleaning the floor/ taking care of the family e. teaching the children f. cooking/ serving meals

<ul style="list-style-type: none"> - Get Ss to read the sentences and their options. - Read the sentences and their options. - Explain some words and phrases. - Listen - Ask Ss to read the passage and find the answer - Read the passage - Call on Ss to give the answers. - Give the answers - Get Ss to work in groups - Call Ss to write the answers on BB. - Give feedback. 	<p>lâu đời</p> <p>c. cơ hội việc làm bình đẳng</p> <p>d. việc sinh con</p> <p>e. việc chăm sóc gia đình</p> <p>f. nền văn minh nhân loại</p> <p>g. thời đại ánh sáng</p> <p>h. khả năng tri thức/ hiểu biết</p> <p>=> Key: 1. f 2. d 3. a 4. g 5. b 6. e 7. h 8. c</p> <p>Task 2: Read the passage carefully and choose the best option.</p> <p>Key:</p> <p>1. C 2. D 3. C 4. B 5. A</p> <p>Task 3: Choose the best title for the passage</p> <p>Key:</p> <p>C. Women's rights</p> <p>4. Production</p> <p>Work in groups: Summarize the passage by filling in the gaps with the given words</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Struggle 18th equal</p> <p>vote</p> <p>Philosophers women</p> <p>widespread</p> <p>education</p> </div> <p>In the past, (1).....were restricted to the roles of mothers and wives due to (2).....doubt about their intellectual ability. The (3).....for women's rights began in the (4).....century as European political (5).....believed that women should be treated equally. Women now enjoy important legal rights such as (6).....work and pay right, the right to (7).....and to gain formal (8).....</p> <p>=> Key</p> <p>1. women</p> <p>2. widespread</p>
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<ul style="list-style-type: none">- Ask sts to prepare the new lesson at home.- Prepare the new lesson at home.	<ul style="list-style-type: none">3. struggle4. 18th5. philosophers6. equal7. vote8. education.5. Homework- Learn by heart new words- Prepare next part: Speaking
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 87

Week: 29

UNIT 15: WOMEN IN SOCIETY

Section B: Speaking

I. Objectives:

- By the end of the lesson, Sts will be able to improve their speaking skill and know some expressions to give the opinions.

II. Language content






- Fluency in expressing opinion and expressions for making a opinion


III. Techniques

- Communicative approach.

IV. Teaching aids: Pictures, English textbook 12, hand-outs.

V. Procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none">- Divide class into 2 groups.- Give the instruction- Listen to T's instruction.- Match the picture with the number.- Check and correcting- Check- Decide the winner <ul style="list-style-type: none">- Elicit new words- Give Vietnamese meaning.	<p>1. Warm up : Matching game</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"><div style="text-align: center;"> A</div><div style="text-align: center;"> B</div><div style="text-align: center;"> C</div></div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"><div style="text-align: center;"> D</div><div style="text-align: center;"> E</div></div> <p>1. Washing the dishes 2. Washing the clothes 3. Cleaning the house 4. Cooking the meal 5. Going to the supermarket * Keys: 1.E 2.D 3.B 4. A 5. C</p> <p>2. Pre- speaking: * Pre – teach Vocabulary: + neglect (v): sao lãng</p>

<ul style="list-style-type: none"> - Situation - Example - Copy down - Picture - Translation - Synonym - Give some expressions to express the opinions - Listen and repeating - Listen to T 's explanation - Explaining - Copy down - Ask ss to practise saying them aloud - Practise - Ask ss to work in pairs and respond to these statements in 10'. - Work in pairs in 10'. - Call some pairs to demonstrate - Express - Demonstrate - Explain the task & giving example. - Listen T's explanation. - Ask ss to work in groups of 4 and discuss the statement. - Work in groups of 4. - Discuss - Call some ss to demonstrate in front of class. - Demonstrate - Write on the blackboard - Take note - Do as teacher tells. 	<ul style="list-style-type: none"> + rear (v): nuôi dưỡng + slave (n) : nô lệ + nonsense(n) : sự vô lí + rubbish (n): chuyện vô lí * Task 1 : Study the expressions and practise saying them aloud (p 165) <ul style="list-style-type: none"> + Giving your opinion + Strongly agreeing + Partly agreeing + Disagreeing + Strongly disagreeing 3. While- speaking <ul style="list-style-type: none"> Task 2: Read and respond to these statements. Begin your responses with one of the expressions in Task 1 (p 164) <div style="text-align: center;">  </div> 4. Post - speaking: <ul style="list-style-type: none"> Task 3 : Discuss whether you agree or disagree with the following statement and give explanation (p166) 5 .Homework: <ul style="list-style-type: none"> - Review the learnt lesson - Prepare the next lesson
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 88

Week: 30

UNIT 15: WOMEN IN SOCIETY

Section C: Listening

I. Objectives:

By the end of the lesson, Sts will be able to get a general view about a day of African Women and improve listening-skill.

II. Language content

- Extensive Listening: Multiple-choice questions
- Passage comprehension

III. Techniques

- Communicative approach.

IV. Teaching aids:

Textbook, Handouts, The CD

V. Procedure

Teacher's and students' activities	Content															
<ul style="list-style-type: none">- Get Ss to work in pairs.- Work in pairs- Call Ss to give the answers- Give the answers. - Lead Ss to the new lesson. - Explain some new words.- Copy down- Play the CD- Ask Ss to listen and repeat.- Listen and repeat.	1. Warm up Put (√) in the right column of the table below to say who does these activities everyday, your mother or your father.															
	<table border="1" style="width: 100%;"><thead><tr><th style="text-align: center;">Activities</th><th style="text-align: center;">Mother</th><th style="text-align: center;">Father</th></tr></thead><tbody><tr><td>1. Doing housework.</td><td></td><td></td></tr><tr><td>2. Looking after the children & the family</td><td></td><td></td></tr><tr><td>3. Teaching the children at home.</td><td></td><td></td></tr><tr><td>4. Working at offices or in the fields.</td><td></td><td></td></tr></tbody></table>	Activities	Mother	Father	1. Doing housework.			2. Looking after the children & the family			3. Teaching the children at home.			4. Working at offices or in the fields.		
	Activities	Mother	Father													
	1. Doing housework.															
	2. Looking after the children & the family															
3. Teaching the children at home.																
4. Working at offices or in the fields.																
	2. Pre- listening															
	* Vocabulary															
	- saying: Tục ngữ, châm ngôn - hold up: Chiếm															

<ul style="list-style-type: none"> - Get Ss to study the sentences and their options. - Study the information. - Play the CD twice for Ss to choose the answer. - Listen and choose the best answer. - Call on Ss to give the answers. - Give the answers. - Play the CD again for checking. - Listen gain and check. - Get Ss to read the questions and underline key words. - Read the questions. - Play the CD twice for Ss for Ss to answer the questions. - Listen and do the task. - Call on Ss to write the answers on BB. - Write the answers on BB. - Play the CD again for checking. - Listen again for checking. - Have Ss work in pairs and compare. - Work in pairs. - Call on some pairs to report. - Report. - Give feedback. - Do as teacher tells. 	<ul style="list-style-type: none"> - agricultural (a): Thuộc nhà nông - firewood (n): Củi đụn - Domestic (a) : Trong nhà, trong gia đình - two-thirds: 2/3 - three-fourths: 3/4 - Typical (a) : Tiêu biểu, điển hình <p>3. While- listening</p> <p>Task 1: Listen and choose the best answer.</p> <p>Key:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">1. B</td> <td style="width: 33%;">2. C</td> <td style="width: 33%;">3. C</td> </tr> <tr> <td>4. A</td> <td>5. B</td> <td></td> </tr> </table> <p>Task 2: Listen again and answer the questions</p> <p>Key:</p> <ol style="list-style-type: none"> 1. 40 % 2. They earn nothing for their domestic work. 3. They produce more than half of the food 4. 80 % 5. At 4.45 am. 6. At 9.30 pm <p>4. Post- listening</p> <p>Work in pairs: Compare a day work of an African woman with a Vietnamese woman</p> <p>Suggestions:</p> <ul style="list-style-type: none"> - What time/get up? - What time/go to work and finish work? - Whether she does housework? If yes, what? - Whether she has time for entertainment? - What time/ go to bed? <p>5. Homework</p> <ul style="list-style-type: none"> - Learn by heart new words. - Prepare next part: Writing 	1. B	2. C	3. C	4. A	5. B	
1. B	2. C	3. C					
4. A	5. B						

VI. Comments

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Date of preparing:

Date of teaching:

Period: 89

Week: 30

UNIT 15: WOMEN IN SOCIETY

Section D: Writing

I. Objectives:

- By the end of the lesson, Sts will be able to write a report describing the information shown in the column chart.

II. Language content

- Describing a chart

III. Techniques

- Communicative approach.

IV. Teaching aids: Some models of chart, real information in life

V. Procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none">- Have Sts work in groups.- Work in groups- Call Sts to give the answers.- Give feedback- Lead Sts to the new lesson. - Explain some new words- Copy down	<p>1. Warm up: List the names of housework women do everyday</p> <p>Expected answer</p> <ul style="list-style-type: none">- Washing clothes- Cooking- Cleaning- Ironing- Take care of children: pick up children, help them have a shower, teach them ...- <p>2. Pre- writing</p> <ul style="list-style-type: none">● Vocabulary- The hours of housework done by (wo)men = the amount of time given to housework by (wo)men = the number of hours (wo)men working at home

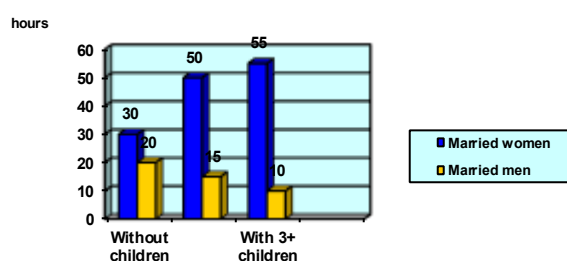
- Ask Sts some questions about the chart.
- Answer t's questions.
- Get Sts to work in pairs and answer the questions.
- Work in pairs.
- Call on some Sts to write the answers on BB.
- Answer the questions on BB.
- Give feedback.

- Provide Sts with some useful languages
- Copy down.

= (wo)men's unpaid hours = (wo)men's contribution to housework

- In childless families
- In families of 1 or 2 children
- To rise to (tăng đến) # decrease to (giảm xuống còn)
- The gap ofKhoảng cách
- the difference of...: sự khác biệt
- The difference of...: sự khác biệt
- The (in)equality...: sự (không) công bằng

• **Task1** : Answer the questions



1. In general, married women do more housework than men do.
2. They have to do more housework when they have more children.
3. Married men have to do less housework when they have more children.
4. Married men and women without children spend 20 and 30 hours on their housework per week respectively.
5. It takes men and women with one or two children 15 and 50 hours respectively to do their housework every week.
6. They are 10 and 55.
7. Married men should spend more time sharing the housework with their wives.

• **Useful languages**

1. Opening: Topic sentence for the passage
- The chart

- Provide Sts with handouts and ask them to fill in the missing information using the chart
- Fill in the missing information.

represents/illustrates/shows.....

2. Body: Paragraph 1/2/3

- As can be seen in the chart/look at the chart,

the gap of / difference of / the

(in)equality of is/ becomes small / big=

distinct(rõ rệt) =significant(đáng kể)

- Due to childcare, A goes up sharply when there are three or more than 3 children in families.

A is 30 hours while B is 20 hours

A rises to 52 per week whereas B

decreases to 15 per week

Whereas A rises to/is 52 per week, the

corresponding figure for men, 10

represents a decrease

=> giving numbers + comparison

3. Conclusion: giving solutions:

The chart suggests that if women are to gain social equality, women should be

liberated from family responsibility.

This can only be done if men lend a

helpful hand to women in doing the

chores.

3. While - writing

Task 2: Write a report describing the information shown in the column chart.

The chart illustrates the average hours of housework per week done by married women in comparison with married men in Fantasia.

To family without children, ___(1)___ spend 30 hours per week doing housework whereas this number is only ___(2)___ for men. However, In families of one or ___(3)___ children, women's hours of work at home rises to ___(4)___ per week because of taking care of their ___(5)___.

With families having 3 or more children, ___(6)___ have to work harder. It takes women ___(7)___ a week to do housework while their husbands share with only ___(8)___.

From the chart, it can be seen that the

Date of preparing:

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Period: 90

Week: 30

UNIT 15: WOMEN IN SOCIETY

Section E1: Language Focus

I. Objectives:

- By the end of the lesson, Sts will be able to use intonation in yes /no questions and use and make the sentences with phrasal verbs.

II. Language content

- Pronunciation: The rising tune
- Grammar: Phrasal verbs

III. Techniques

- Communicative approach.

IV. Teaching aids:

Textbook, Handouts...

V. Procedure

Teacher's and students' activities	Content										
<ul style="list-style-type: none">- Get Ss to work in pairs- Work in pairs. <ul style="list-style-type: none">- Introduce the intonation: The rising tune.- Listen. <ul style="list-style-type: none">- Get Ss to practice reading sentences and dialogues.- Practice reading.	<p>1. Warm up : Matching column A with B</p> <table><tr><td>A</td><td>B</td></tr><tr><td>1 explain</td><td>a to</td></tr><tr><td>2 ask</td><td>b at</td></tr><tr><td>3 talk</td><td>c about</td></tr><tr><td>4 glance</td><td>d for</td></tr></table> <p>Pronunciation: Intonation: The rising tune Eg: Would you like to go to the cinema with me? Could you repeat (say) it again?</p> <p>Notes: The rising tune is used for YES/NO question</p> <p>* Practice reading the following sentences with the rising tune.</p>	A	B	1 explain	a to	2 ask	b at	3 talk	c about	4 glance	d for
A	B										
1 explain	a to										
2 ask	b at										
3 talk	c about										
4 glance	d for										

- Explain the definition of phrasal verbs.
- Listen.

1. Did you have a good holiday?

2. Must you go now?

4. Can I go with you, Jack?

* **Work in pairs.** Practice reading the conversations

Father: Are you drunk, David?

David: No, I'm not.

Father: Did you wash your face this morning?

David: Yes, I did.

Father: Have you completed your essay?

David: No, sorry Dad. I haven't

2. Language focus: Phrasal verbs

Activity 1

1. Definition: Phrasal Verbs are combinations of verbs and prepositions or adverbs. These prepositions or adverbs are sometimes called particles

V + prep.	V + Adv	V + Adv + Prep.
Look for	Get away	Catch up with
Laugh at	Pick up	Look down on
Break into	Pass away	Go in for(= be interested in)

Eg: The thief broke into the house and took away all the precious items.

Some common phrasal verbs

To explain sth to sb

To laugh at sb

To invite sb to somewhere

To listen to sb/sth

To point sth at sb/ sth

To glance at sb/sth

To speak to sb

To throw sth at sb/sth

To leave somewhere for somewhere

To ask sb for sth

To look for sb/sth

To apply to sb for sth

To stare at sb/st

To write sth to sb

To have a discussion about sth

To search for

3. Homework

- Give examples.
- Copy down
- Introduce some common phrasal verbs.

<p>- Do as teacher tells.</p>	<ul style="list-style-type: none"> • Learn by heart the phrasal verbs • Prepare the new lesson – Unit 16 - Reading
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 91

Week: 31

UNIT 15: WOMEN IN SOCIETY

Section E2: Language Focus

I. Objectives:

- By the end of the lesson, Sts will be able to use intonation in yes /no questions and use and make the sentences with phrasal verbs.

II. Language content

- Pronunciation: The rising tune
- Grammar: use Phrasal verbs fluently

III. Techniques

- Communicative approach.

IV. Teaching aids:

Textbook, Handouts...

V. Procedure

Teacher's and students' activities	Content								
<p>Before doing exercise teacher review some phrase verbs</p> <ul style="list-style-type: none"> - Get Sts to do exercise 1. - Do exercise 1 - Call on sts to write the answers on BB. - Write the answers on BB. - Correct. 	<p>Exercise 1: Choose one of the following verbs + the correct preposition page 170</p> <p>Key :</p> <table> <tr> <td>1 glanced at</td> <td>2 invited to</td> </tr> <tr> <td>3 listen to</td> <td>4 throw at</td> </tr> <tr> <td>5 staring at</td> <td>6 speaking</td> </tr> <tr> <td>7 wrote to</td> <td>8 point to</td> </tr> </table> <p>Exercise 2 : Fill in each of the planks with an appropriate preposition if</p>	1 glanced at	2 invited to	3 listen to	4 throw at	5 staring at	6 speaking	7 wrote to	8 point to
1 glanced at	2 invited to								
3 listen to	4 throw at								
5 staring at	6 speaking								
7 wrote to	8 point to								

- Get Sts to do exercise 2.
- Do exercise 2
- Call on sts to write the answer on BB.
- Write the answers on BB.
- Correct.

- Get Sts to do exercise 2.
- Do exercise 2
- Call on sts to write the answer on BB.
- Write the answers on BB.
- Correct.

necessary

Key :

1 for	2 for	3 to
4 for	5 about	6

7 about	8 for	9 for
10 for		

* complete the sentences with a proper preposition

- 1 we wait The bus
- 2 They livea small village
- 3 she arrivesthe air post
- 4 I 'm interested reading
- 5 Tom talks her

Exercise 3 :

1.It is generally accepted that in today's society women have access _____ education and can promote themselves much more easily than years ago.

a. to b. up c. on d. for

2.It took women a long time to struggle _____ the right to vote.

a. for b. with c. against d. upon

3.I think women are suited _____ many important things, besides childbearing and homemaking.

a. of b. on **c. for** d. about

4.Women are increasingly involved _____ the public life.

a. of **b. in** c. with d. from

5.If you have an old blanket, _____ it along so that we have something to sit on at the beach.

a. bring b. go c. put d. keep

6.Although the team was both mentally and physically exhausted, they

<p>- Ask sts to prepare the new lesson at home. - Prepare the new lesson at home.</p>	<p>_____ on walking.</p> <p>a. stopped b. kept c. took d. put</p> <p>7. Before the plane _____ off, the flight attendant told everyone to fasten their seat belts and put their chairs in an upright position.</p> <p>a. woke b. brought c. kept d. took</p> <p>8. Don't forget to _____ your gloves on. It is cold outside.</p> <p>a. let b. make c. put d. fix</p> <p>9. If you don't pay your rent, your landlord is going to <u>kick you out!</u></p> <p>a. lend you some money b. play football with you c. give you a kick d. force you to leave</p> <p>10. Yesterday I <u>ran into</u> Sam at the grocery store. I had not seen him for years.</p> <p>a. met b. visited c. said goodbye to d. made friends with</p> <p>3. Homework</p> <ul style="list-style-type: none"> • Learn by heart the phrasal verbs • Prepare the new lesson – Unit 16 - Reading
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 92

Week: 31

**UNIT 16: THE ASSOCIATION OF
SOUTHEAST ASIAN NATIONS
Section A1: Reading**

I. Objectives:

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

- Know the Association of Southeast Asian Nations
- Know how to guess the meanings of the words from the contexts
- Know how to skim for main ideas
- Know how to scan for specific information

II. Language content

- Reading for general or specific information
- Guessing meaning from context

III. Techniques

- Communicative approach.

IV. Teaching aids: Some photos of ASEAN and some information about them

V. Procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none">- Get Ss to work in groups.- Work in groups.- Call on Ss to write on BB.- Write the answer on BB.- Remark.- Listen to the teacher. - Lead Ss to the new lesson.- Get Ss to work in pairs and answer the questions.- Answer the questions.	<p>1. Warm-Up Brain storming: Southeast Asian countries</p> <p>→ Vietnam → Thailand → Laos → →</p> <p>* Answer the questions : Pair work</p> <p>1. What does ASEAN stand for? 2. When did Vietnam join this association? => Key:</p>

<ul style="list-style-type: none"> - Call on Ss to give the answer. - Copy down. -Read the text and give some new words and ask students to guess the meaning of them - guess the meaning of them - Explain some new words - Take notes - Ask Ss to listen and repeat. - Listen and repeat. - call some sts to stand up and read new words -teacher take note some points for sts. - Ask sts to prepare the new lesson at home. - Prepare the new lesson at home. 	<p>1. It stands for the Association of Southeast Asian Nations.</p> <p>2. In 1995.</p> <p>2. Presentation</p> <p>* Vocabulary</p> <ul style="list-style-type: none"> - found (v) thành lập, sáng lập - diverse cultures = đa văn hóa - statistics (n) thống kê - economic integration = sự hòa nhập kinh tế - geo-political entity = thực thể về địa lý, chính trị - predominatly = trội, nổi bật - submit (v) trình, đưa ra để xem - accelerate (v): thúc đẩy - integrate (v): hội nhập, hòa nhập - integrattion (n): sự hội nhập - justice (n): sự công bằng - rights (n): quyền - enterprise (n): doanh nghiệp - diverse (a): đa dạng - stability (n): sự ổn định - forge (v): tạo dựng <p>5. Homework</p> <ul style="list-style-type: none"> - Learn by heart new words - Prepare next part : Speaking
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 93

Week: 31

UNIT 16: THE ASSOCIATION OF SOUTHEAST ASIAN NATIONS

Section A2: Reading

I. Objectives:

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

- Know the Association of Southeast Asian Nations
- Know how to guess the meanings of the words from the contexts
- Know how to skim for main ideas
- Know how to scan for specific information

II. Language content

- Reading for general or specific information
- Guessing meaning from context

III. Techniques

- Communicative approach.

IV. Teaching aids: Some photos of ASEAN and some information about them

V. Procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none">- asks 2 sts to go to the board and write new words- check if necessary - Ask sts to fill in the blanks by guessing from the contexts- Work individually.	<p>3. Practice</p> <p>1. Task 1: Fill in each blank with a suitable word</p> <p>Key: 1. justice 2. GDP 3. diverse 4. integration 5. accelerate 6. enterprises</p> <p>2. Task 2: Decide whether the following statements are true (T) or false (F)</p> <p>Key: 1. T 2. F 3. F</p>

<ul style="list-style-type: none"> - Ask sts to say T or F and explain - Say T or F and explain for their choices. - Call Ss to write the answers on BB. - Write the answers on BB - Correct sts' answers if necessary - Give comments to encourage sts' participation - Ask sts to summarize the reading passage. - Work in groups. - Ask sts to speak up - Present. - Ask sts to work at home - Ask sts to prepare the new lesson at home. - Prepare the new lesson at home. 	<p>4. T 5. F 6. F</p> <p>3. Task 3: Comprehension questions Key: 1. The five original member countries, namely, Indonesia, Malaysia, the Philippines, Singapore and Thailand. 2. The two main goals of the Association are to accelerate the economic growth, social progress and cultural development; and to promote peace and stability through respect for justice and the rule of law in the relationship among countries in the region. 3. It was about US\$ 1405 billion. 4. It was adopted in 1998. 5. It includes trade, investment, industry, services, finance, agriculture, rural development, forestry, energy, transportation and communication, science and technology, small and medium enterprises, and tourism.</p> <p>4. Production Group work: summarize the passage, based on the years: 1967, 1995, 1997, 1998, 1999, 2007, 2020</p> <p>5. Homework - Learn by heart new words - Prepare next part : Speaking</p>
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 94

Week: 32

UNIT 16: THE ASSOCIATION OF SOUTHEAST ASIAN NATIONS

Section B: Speaking

I. Objectives:

- By the end of the lesson, Sts will be able to tell the name, the capital and the basic information about the facts of the ASEAN countries.

II. Language content


- Ask and answer the information about ASEAN countries

III. Techniques

- Communicative approach.

IV. Teaching aids: Textbook, Photos of some famous persons or some real information about ASEAN

V. Procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none">- Get Ss to work in pairs and answer the questions.- Work in pairs.- Answer the questions.- Call on Ss to answer.- Lead Ss to the new lesson.- Listen to the teacher. <ul style="list-style-type: none">- Explain some new words.- Copy down.	<p>1. Warm up: Q & A</p> <div data-bbox="906 1294 1241 1460" style="text-align: center;"></div> <p>Questions: 1. Which organization does this symbol tell you? 2. What does ASEAN stand for?</p> <p>2. Pre- speaking</p> <p>* Vocabulary</p> <ul style="list-style-type: none">- Buddhism (n): đạo Phật- Catholicism (n): Thiên chúa giáo La Mã- Christianity (n): đạo Cơ Đốc- Islam (n): đạo Hồi- currency (n) : tiền tệ- Baht(n): đồng bát(đơn vị tiền Thai Lan)

- Get Ss to work in groups and write the name of the country and its capital.
- Work in groups.
- Call Ss to write the answers on BB.
- Write the answer on BB.
- Remark.

- Peso (n) : đồng Pê-sô (đv tiền Philippin)
- Ringgit (n) : đồng ring-git (đv tiền Malay-xia)

* **Task 1:** Discus and write down the name of the country and its capital.



1. Indonesia 2. Malaysia 3. The Philippines

Jakarta Kuala Lumpur
Malina



4. Thailand 5. Singapore 6.
Brunei Singapore Banda
Bangkok Seri

Begawan



7. Laos 8. Combodia 9.
Myanma Phnompenh
Vientiane Naypidaw

3. While- speaking

Task 2: Work in pairs

MALAYSIA

Area: 330,252 sq. km

Population: 27,174,000

Official language(s): Malay, English, Tamil

Religion(s): Islam, Buddhism

Currency: Ringgit (Malaysian dollar)

Model:

A: What is the total area of Malaysia?

B: It is 330,252 sq km

A: What is the population of Malaysia?

B. It is 27,174,000.

- Have Ss study the information about 4 countries mentioned in textbook and work in pairs to ask and answer about them as a model.
- Study the information.
- Work in pairs.
- Call some pairs to present.
- Present.

Date of preparing:

Date of teaching:

Period: 95

Week: 32

UNIT 16: THE ASSOCIATION OF SOUTHEAST ASIAN NATIONS

Section C: Listening

I. Objectives:

- By the end of the lesson, Sts will be able to know more about the using of English and religions in ASEAN nations.

II. Language content

- Listening for general or specific information
- Comprehension questions

III. Techniques

- Communicative approach.

IV. Teaching aids: Some pictures of persons or some real information about them.

V. Procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none">- Get Ss to work in groups.- Work in groups.- Call Ss to give the answer.- Give the answer- Listen to the teacher.- Give feedback. <ul style="list-style-type: none">- Lead Ss to the new lesson.- Explain some new words.- Copy down- Play the CD- Ask Ss to listen and repeat.- Listen and repeat.	<p>1. Warm up Pick out the countries in which English is used as the second language: Vietnam, Laos, Cambodia, England, The USA, Thailand, Philippines, Malaysia, Indonesia, Singapore, Brunei, Myanmar.</p> <p>Key: Philippines, Malaysia, Singapore, Brunei</p> <p>2. Pre-listening * Vocabulary</p> <ul style="list-style-type: none">- Buddhism → Buddhist ['budist]- Catholicism → catholic ['kæθəlik]- Islam → Muslim ['muzlim]

- Get Ss to look at task 1 and guess the answer.
- Play the CD twice for Ss to choose the best answer.
- Do task 1
- Ask Ss for the answer.
- Give the answers.
- Play the CD again for checking.
- Listen again for checking.

- Ask Ss to look at the questions and underline key words.
- Read the questions.
- Play the CD for Ss to do task 2.
- Listen and answer the questions.

- God (n)
- geo -political entity ;
- predominantly (adv) [pri'dɒmɪnəntli]

3. While- listening

Task 1: Listen to the dialogue between Mr Hung and his daughter Nga, and choose the best answer A, B, C or D to complete each of the following sentences:

1. Nga asked her father about.....
 - A. the English language spoken in the US
 - B. people who speak English in the UK
 - C. the number of people who speak English in the ASEAN countries.
2. The ASEAN countries include.....
 - A. about a quarter of a billion Muslims
 - B. 25 million Muslims
 - C. half a billion Muslims.
3. Muslims mostly live in
 - A. the Philippines
 - B. Indonesia and Myanmar
 - C. Indonesia and Malaysia
4. The main religion in Vietnam is
 - A. Buddhism
 - B. Islam
 - C. Catholicism.
5. Mr Hung thought that.....
 - A. he himself would wake up late the next morning
 - B. Nga would wake up late the next morning
 - C. both of them would wake up late the next morning

Key:

1	2	3	4	5
C	A	C	A	B

Task 2: Listen again and answer the questions:

1. When will Nga submit the essay to her teacher?
2. What country has the large number of English speakers?

<p>- Call on Ss to write the answers on BB. Play the CD again for checking. - Write the answers on BB. - Listen again for checking.</p> <p>- Get Ss to work in groups. - Work in groups.</p> <p>- Ask sts to prepare the new lesson at home. - Prepare the new lesson at home.</p>	<p>3. How many people speak English in the ASEAN region? 4. In which country in the region is English mostly spoken? 5. How many main religions exist in the ASEAN countries and what are they?</p> <p>Key:</p> <ol style="list-style-type: none"> 1. Tomorrow(the next day) 2. The US. 3. Around 50 million. 4. The Philippines 5. Three: Islam, Buddhism, Catholicism <p>4. Post- listening In your opinion, what do you think Nga's essay will be about? - I think it will be about the culture, language and religions of the ASEAN countries. + The official language: ... + The main religions:</p> <p>5. Homework - Review the lesson at home. - Prepare next part: Writing</p>
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 96

Week: 32

UNIT 16: THE ASSOCIATION OF SOUTHEAST ASIAN NATIONS

Section D: Writing

I. Objectives:

- By the end of the lesson, Sts will be able to write a letter of recommendation.

II. Language content








- Writing about a letter of recommendation

III. Techniques

- Communicative approach.

IV. Teaching aids: Some cues, information of someone

V. Procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none">- Show Ss some pictures and the names.- Look at the pictures and the names.- Get Ss to work in groups and match the pictures with their correct names.- Work in groups.- Ask Ss for the answers.- Give the answers.- Remark.- Listen to the teacher.- Lead Ss to the new lesson.	<p>1. Warm- up : Matching</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"><div style="text-align: center;"> 1</div><div style="text-align: center;"> 2</div><div style="text-align: center;"> 3</div><div style="text-align: center;"> 4.</div><div style="text-align: center;"> 5</div><div style="text-align: center;"> 6</div><div style="text-align: center;"> 7</div></div> <ul style="list-style-type: none">a. Ha Long bayb. Da Latc. Thien Mu pagodad. Nha Trang city

<p>- Explain some new words. - Copy down.</p> <p>- Ask Ss to read the letter and the sentences in the box and complete it. - Read the letter and complete it. - Ask Ss for the answers. - Give the answers. - Correct.</p> <p>- Get Ss to work in groups and give the outline of the letter. - Work in groups and give the outline. - Call Ss to write the outline on BB. - Remark.</p> <p>- Get Ss to write the letter individually. - Write the letter individually. - Call on one S to write the letter on BB. - Write on BB. - Check with the whole class.</p>	<p>e, Trang Tien Bridge f. Vung Tau beach g. Van Mieu Keys: 1b 2c 3d 4g 5f 6e 7a</p> <p>2. Pre- writing * Vocabulary - hospitable (a): hiếu khách - islet (n): hòn đảo nhỏ - grotto (n): hang động - spectacular (a): đẹp mắt, ngoạn mục * Task 1: Complete the letter of recommendation with the missing sentences in the box. Key: 1. I would like to recommend a well-known place in Vietnam to you. 2. It is about 170 km from Hanoi. 3. The beach is an ideal place for swimmers. 4. People here are very friendly and hospitable 5. I'm sure you will have a wonderful time here in Ha Long Bay. Outline</p> <ul style="list-style-type: none"> • Date • Salutation • Body: <p>-location -natural features -entertainment -places to visit -Food- -people</p> <ul style="list-style-type: none"> • Closing * Signature <p>3. While- writing Task 2: David, your pen pal, is going to spend his summer vacation in one of the ASEAN countries. You want him to visit Vietnam. Write a letter to him recommending a significant place. 4. Post- writing 17th May 2011 Dear Linda, I'm pleased to hear that finally you have decided to spend your summer vacation in Southeast Asian. I would like to</p>
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<p>-</p> <p>- Ask sts to prepare the new lesson at home.</p> <p>- Prepare the new lesson at home.</p>	<p>recommend a well-known place in Vietnam to you. It is Hue city.</p> <p>Hue, a beautiful city, is in the Central Vietnam.. It has attracted thousands of tourists from all over the world. It has many places of interests including the Citadel, Royal tombs, pagodas and so on. It is also famous for its resort areas where tourists can find great satisfaction with their services and natural surroundings. In addition, coming to Hue tourists will certainly enjoy not only its own atmosphere of an old city, but also its diverse local specialties. Besides, Hue people here are very friendly and hospitable. They can speak English and they are helpful, too.</p> <p>I think you should come and see it. I'm sure you will have a wonderful time here in Hue. I'm looking forward to hearing from you soon.</p> <p>Yours sincerely, Thu Ha.</p> <p>5. Homework.</p> <p>- Rewrite the letter.</p> <p>- Prepare next part; Language Focus.</p>
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VI. Comments

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- Listen and repeat
- Ask sts to work in pairs
- Pair works

1. Do you live in a house or in a flat?
2. Is Jane a teacher or a student?
3. Would you like some tea or coffee?
4. Is the baby a boy or a girl?
5. Shall we go by bus or by train?
6. Is today Tuesday or Wednesday?
7. Are you coming or not?
8. Is your sister older or younger than you?
9. Do you want to have lunch now or wait till later?
10. Did Italy or Brazil win the World Cup?

2. Language focus:

Activity 1

- Matching:

- Ask sts to match the table.
- Read and match.

- Present the structure
- Ask sts for concept check, give the form then
- Listen and answer.
- Answer
- Copy down

MAIN CLAUSE	ADVERBIAL CLAUSE OF TIME
1. He was sitting on the beach	a. until she went to Tokyo last month.
2. The train had gone	b. as soon as we have finished this course in Boston University.
3. Remember to ask for permission	c. when he heard a noise
4. I have answered all of the questions correctly	d. as soon as his parents went home.
5. She had never had a chance to use her Japanese	e. before you light up a cigarette
6. We can speak French well	f. since I began this grammar exercise on verb tenses
7. Don't go anywhere	g. till your parents come here
8. Tom was	

at home. - Prepare the new lesson at home.	
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VI. Comments

Date of preparing:

Date of teaching:

Period: 98

Week: 33

**UNIT 16: THE ASSOCIATION OF SOUTHEAST
ASIAN NATIONS**

Section E2: Language Focus

I. Objectives:

- By the end of the lesson, Sts will be able to know about the rising – falling tone and the usage of tenses in the adverbial clause of time.

II. Language content

- Fluency in the rising –falling and use of adverbial clause of time

III. Techniques

- Communicative approach.

IV. Teaching aids:

Textbook, Handouts

V. Procedure

Teacher's and students' activities	Content
<ul style="list-style-type: none"> - Ask St to do tasks - Work individually. - Go around for helping - Compare with friend. - Correct - Listen and take notes 	<p align="center">Activity 2</p> <p><u>Exercise 1:</u> Complete each of the following sentences, using a suitable adverbial clause of time in the box. (p.182)</p> <p><u>Keys:</u></p> <ol style="list-style-type: none"> 1. She'll phone you as soon as she arrives in Ho Chi Minh city. 2. After the war was over, we started rebuilding the country. 3. They met a lot of people while they were on holiday. 4. Before you leave, don't forget to turn off the flights.

- Ask sts to do the exercises on textbook.
- Pair works
- Ask sts to compare with friends
- Correct
- Listen and take notes.

- Ask St to complete the sentences
- Do as directed
- Check: “buy the sentence”
- Listen and take part in the game
- Ask Ss to make sentences from the pictures.
- Do as directed
- Work individually
- Compare with friends
- Read , take notes & give feedback
- Listen and take notes

- Ask sts to prepare the new lesson at home.
- Prepare the new lesson at home.

5. I'll stay till you get back.
6. We'll come to see you whenever we are in Hanoi.
7. There is a danger of war as long as imperialism exists.
8. Tom sang a merry song as he walked away.

Exercise 2: Supply the correct tense form of the verbs in brackets.(p.183)

Keys:

1. arrives 2. arrives 3. are playing
4. got 5. have finished 6. (had) graduated
7. am 8. have read

Exercise 3:Combine two sentences, using one as an adverbial clause of time with the given conjunction .(p.184)

Keys:

1. Let's go out before it starts raining.
2. I'll give you my address when I have found somewhere to live.
3. After he had done his homework, he went to bed.
4. We'll let you know as soon as we have made our decision.
5. I haven't met them since I left school.
6. Robert suddenly began to feel ill while he was doing the examination.
7. Kate will come back home after she has finish the last semester.

3. Homework:

- Learn by heart new language

VI. Comments

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Date of preparing:

Date of teaching:

Period: 99

Week: 33

TEST YOURSELF F

I. Objectives:

- By the end of the lesson, Ss will be able to review for the second term examination by doing exercises

II. Language content

- Guessing meaning in context, scanning for specific information and passage comprehension.

III. Techniques

- Communicative approach.

IV. Teaching aids:

- Board, chalks, textbook, handouts

V. Procedure:

Teacher's and students' activities	Content
<ul style="list-style-type: none">• Teacher asks Sts to read and find new words. Teacher explains:• Asks Sts to read the statements carefully and underline key words before listening the first.• Asks Sts to finish the exercise after listening the second.• Asks Sts to listen to the tape (the third time) and then discuss in pairs about the final answer.• Goes around the class, helps Sts discuss about the answers if necessary.• Asks some Sts to give the	<p>I. LISTENING: UNESCO stands for the United Nations Educational, Scientific and Cultural Organization. It was established on to encourage collaboration among nations in the areas of education, science, culture and communication. UNESCO hasmember nations as of 2007. the agency has its headquarter in Paris, France, and operated educational, scientific, and cultural programs and exchanges from Fields offices world wide. Project sponsors by UNESCO include international science programs; literacy, technical, andprograms; regional and cultural history projects; and international cooperation</p>

<p>answers, others give feedback.</p> <ul style="list-style-type: none"> • Teacher gives Sts to listen once more. • Listen and fill in the blanks with the information as you hear. • Students read <p>1.</p>	<p>agreements to secure the world's cultural and natural and to preserve human rights.</p> <p>Expected answers:</p> <ol style="list-style-type: none"> 1. 16 November 1945 2. 193 3. 60 4. teacher-training 5. heritage
<ul style="list-style-type: none"> • Teacher explains new words/ phrases: <p>- Students work in pairs: reading and decide to choose the answer.</p> <ul style="list-style-type: none"> • Asks Ss to read the passage and then answer the questions. • Goes around the class to get the fettle of Sts and helps them with vocabularies, the way to express if necessary. • Teacher asks a representative in some pairs to present the result in front of the class. Other pairs give feedback • Teacher corrects in general and tells the point of marks so that Sts remark themselves. 	<p>II. READING:</p> <p>Labor-intensive : (adj) cần nhiều nhân công Propotion (n) tỉ lệ Exclude (v) ngăn chặn Reserve (v) : dành riêng</p> <p><i>Read the text then answer the questions that follow</i></p> <ol style="list-style-type: none"> 1. Which countries, according to the passage, have low levels of females paid workers? 2. In which sectors do you find the majority of working women in Southeast Asia? 3. What is the percentage of women who work in the service sector in Latin America and the Caribbean? 4. On whom did women depend economically in the past? 5. According to the passage, what are the two factors that give women more freedom nowadays? <p>☞ <u>Suggested answering.</u></p> <ol style="list-style-type: none"> 1. Arab countries 2. In textile, toy, shoe and electronic sectors 3. 70% 4. They depend on their husbands or fathers <p>The access to education and change in economic status.</p>
<p>Students work in pairs/ groups.</p>	

<ul style="list-style-type: none"> • Teacher asks Sts to discuss about the answer in pairs/groups. • Teacher asks a representative in each group to present the result in front of the class. Other group gives feedback • Teacher corrects in general and tells the point of marks so that Sts remark themselves. • Other Sts give feedback. 	<p>III. GRAMMAR: (10mn)</p> <p>Use the following verbs to complete the sentences below:</p> <p>Catch up Cool off Fall behind Give in Grow up Keep up Speak up Stay on Wait up Watch out</p> <ol style="list-style-type: none"> 1. He still behaves like a child. I wish he'd grow up. 2. Come to the party on Friday and for the weekend. 3. I won't be back until late. Will youfor me? 4. He was exhausted but he still kept going. He just wouldn't 5. Please don't go so fast. I just can't 6. Could youa bit? I can hardly hear you. 7.! Oh dear. Didn't you see that car coming? 8. You look hot and sticky. Come and sit in the shade and 9. You go on ahead and I'll 10. Wait for me. I don't want to <p>✎ Suggested answers:</p> <ol style="list-style-type: none"> 1. grow up 2. stay on 3. wait up 4. give in 5. catch up 6. speak up 7. Watch out 8. cool off 9. keep up 10. fall behind
<ul style="list-style-type: none"> • - Discuss in groups to get the information and write the outline. • - Each person use the outline to write a short paragraph. • - Peer correction. • - Underline the mistakes • - Assess on the content: 1 mark, use correct / exact words / sentence structure : 1 mark, 	<p>IV. WRITING</p> <p><i>In about 120 words, write about the changes in women's role in the family in comparison with that 50 years ago.</i></p> <p>The following cues might be useful to you.</p> <ul style="list-style-type: none"> • Education • Social activities • Work • Economic dependence

<p>coherence : 0.5 mark</p>	<ul style="list-style-type: none"> • Number of children <p>Domestic chores</p> <ul style="list-style-type: none"> - Discuss in groups to get the information and write the outline. - Each person use the outline to write a short paragraph. - Peer correction. - Underline the mistakes - Assess on the content: 1 mark, use correct / exact words / sentence structure : 1 mark, coherence : 0.5 mark
<p>→ Students do this at home Unit 12+13</p>	<p>V. <u>Homework</u>:</p> <ul style="list-style-type: none"> - do exercise in the work book.

VI. Comments

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<ul style="list-style-type: none"> - Teacher corrects - Sts take notes 	<p>11. a. deny₂ b. legal₁</p> <p>12. c. women₁ d. limit₁</p> <p>13. a. human₁ b. mother₁</p> <p>14. c. struggle₁ d. belief₂</p> <p>15. a. opportunity₃ b. economic₃ c. society₂ d. intellectual₃</p> <p>16. a. history b. natural₁</p> <p>17. c. pioneer₂ d. business₁</p> <p>18. a. advocate₁ b. consider₂</p> <p>19. c. cultural₁ d. period₁</p> <p>III. Choose the right word or phrase that best completes the sentence.</p>
<ul style="list-style-type: none"> - Sts do exercises - Teacher corrects - Sts take notes 	<p>1. A child receives his early _____ from their parents. a. educate b. education c. educator d. educative</p> <p>2. Birth control methods have _____ women from the endless cycle of childbearing and rearing. a. free b. freely c. freedom d. freed</p>
<ul style="list-style-type: none"> - Sts do exercises - Teacher corrects - Sts take notes 	<p>3. Thanks to the women's liberation women can take part in _____ activities. a. social b. society c. socially d. socialize</p> <p>4. In some most Asian countries women are undervalued and they never have the same _____ as men. a. formality b. basis c. limit d. status</p> <p>5. _____ is the study or creation of theories about basic things such as the nature of existence, knowledge, and thought, or about how people should live. a. Politics b. Physics c. Business d. Philosophy</p>
<ul style="list-style-type: none"> - Sts do exercises - Teacher corrects - Sts take notes 	<p>6. Mrs. Pike is a feminist, who _____ that women should be offered the same job opportunities as men. a. varies b. advocates c. leads d. votes</p> <p>7. It is against the law to _____ on the basis of</p>

- Teacher corrects
- Sts take notes

- sex, age, marital status, or race.
- a. suit b. discriminate
c. believe d. gain
8. Women's status _____ in different countries and it depends on the cultural beliefs.
a. varies b. employs
c. fixes d. establishes
9. Women's contribution to our society has been _____ better these days.
a. differently b. naturally
c. intellectually d. significantly
10. Many of young people between the ages of 16 and 18 who are neither in education nor _____ are in danger of wasting their lives.
a. power b. ability
c. nature d. employment
11. On 18 December 1979, the Convention on the Elimination of All Forms of Discrimination against Women was adopted by _____ United Nations General Assembly.
a. a b. an c. the d. Ø
12. When they are at _____ work, employed men work about an hour more than employed women.
a. a b. an c. the d. Ø
13. The women's movement has brought light to _____ areas in which women do not have equality with men.
a. a b. an c. the d. Ø
14. My husband spends far more time helping our three kids _____ homework and studying for tests than I do.
a. on b. to c. with d. in
15. My husband and I take turns cleaning _____ the kitchen depending _____ who gets home from work earlier.
a. away / to b. from / in
c. up / on d. with / for

- Sts do exercises
- Teacher corrects
- Sts take notes

16. The efforts for the advancement of women have resulted _____ several respectively achievement in women's life and work.
a. at b. with c. for d. in
17. The women's movement has affirmed women's rights to non-discrimination _____ education, employment and economic and social activities.
a. in b. of c. from d. about
18. The small white flowers are my favorite. They give off a wonderful honey smell that scents the entire garden.
a. release b. stop c. end d. melt
19. I couldn't make out what he had talked about because I was not used to his accent.
a. stand b. understand
c. write d. interrupt
20. I'm sorry. I didn't mean to interrupt you. Please, go on and finish what you were saying.
a. talk b. quit c. continue d. stop

READING

IV. Choose a suitable word to complete the blanks in the reading

Janet left high school three months ([<1>])...... . She wants to continue her study at a University but her parents are not rich ([<2>])...... to send her to the University. Janet is looking for a job . She hopes that she will earn some money to ([<3>])..... the financial problem with her parents . She likes meeting people and travelling ([<4>])..... she wants to apply for a position as a receptionist or a tourist guide . She reads newspapers and looks through the “Situations Vacant” columns everyday , But up to now she ([<5>]) a job yet .

- Sts do exercises
- Teacher corrects
- Sts take notes

- Sts do exercises
- Teacher corrects
- Sts take notes

5. A. Before B. ago C. next year D. then
6. A. Much B. nearly C. too D. enough
7. A. Share B. give C. help D. provide
8. A. so that B. such C. so D. although
9. A. Finds B. won't find
C. found D. hasn't found

V. Read the text carefully and then choose the correct answers.

There are several things of spoken English that make it difficult for me to understand. first, many words are not pronounced as they are spelled, so when I learn new words through reading, sometimes do not understand them when they are spoken . Second, native speakers have a wide range of accents. A British accent is very different from a Taxes one. Third, there are a lot of idioms and slang expressions. These expressions also differ depending on the area a speaker is from. Finally, there are sounds that do not exist in my native language. These sounds are difficult for me to distinguish.

10. What makes the writer difficult in learning English?
A. written English makes it difficult for him to understand.
B. It is spoken English.
C. he has no difficulty in speaking English.
D. he has difficulty in writing English.
11. Many English words are pronounced they are spelled.
A. differently from B. the same as
C. similarly D. correctly as
12. English native speakers have.....
A. the same accents

	<p>B. only one accent C. two accents, British and American D. many different accents</p> <p>13. English idioms and slang expressions </p> <p>A. are used by very few people B. are only used by the English men C. are only used by the Americans D. are differently used depending on the area a speaker is from</p> <p>14. English sounds and the sounds of the writer's native language.....</p> <p>A. are the same B. are easy from him to distinguish C. are difficult for him to distinguish D. A & B</p>
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VI. Comments

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Date of preparing:

Date of teaching:

Period: 101

Week: 34

REVISION FOR THE SECOND EXAMINATION

I. Objectives:

- By the end of the lesson, Ss will be able to review for the second term examination by doing exercises

II. Language content

- Guessing meaning in context, scanning for specific information and passage comprehension.

III. Techniques

- Communicative approach.

IV. Teaching aids:

- Board, chalks, textbook, handouts

V. Procedure:

Teacher's and students' activities	Content
<ul style="list-style-type: none">- T hands out- Sts do exercises- Teacher corrects- Sts take notes	<p><i>Error Identification. from 1 to 4</i></p> <p>Câu 1: <u>The more</u> you <u>study</u>, <u>the</u> <u>smartest</u> you <u>will become</u>.</p> <p>A. will become B. the more the smartest D. study</p> <p>Câu 2: <u>Whenever</u> she <u>will come</u> to see me , she <u>always brings me a present</u>.</p> <p>A. will come B. always brings C. whenever D. me a present</p> <p>Câu 3: <u>If</u> we want to <u>catch in</u> with them <u>we'd</u> better hurry.</p> <p>A. hurry B. we'd in D. if</p> <p>Câu 4: <u>The early</u> we <u>leave</u>, <u>the sooner</u> we will <u>arrive</u>.</p> <p>A. arrive B. the sooner leave D. The early</p>

- Sts do exercises
- Teacher corrects
- Sts take notes

Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) CLOSEST in meaning to the underlined word(s) in each of the following questions. from 5 to 6

Câu 5: The football final has been postponed until next Sunday due to the heavy snowstorm.

- A. changed. B. cancelled.
continued. D. delayed.

Câu 6: Mrs. Jones's husband passed away fast Friday. We are all shocked by the news.

- A. died B. got married
were on business D. divorced

Mark the letter A, B, C, or D on your answer sheet to indicate the most suitable response to complete each of the following exchanges from 7 to 8

Câu 7: " Will you close the door please?" " _____."

- A. Yes, I would B. No, I won't
No, thanks D. No problem

Câu 8: Kevin : "How far is it from here to the nearest post office ?"

Lan : "....."

- A. Turn left and then turn right
No, it's rather far
C. Two kilometers at least
quite near here

Choose A, B, C, or D that best completes each unfinished sentence, substitutes the underlined part, or has a close meaning to the original one. from 9 to 25

Câu 9: Last night, before I _____ here, everyone _____ to the party.

- A. had come / went B. came / have gone
going C. came / was gone
gone D. came / had gone

- Sts do exercises
- Teacher corrects
- Sts take notes

- Sts do exercises
- Teacher corrects
- Sts take notes

Câu 10: A child receives his early _____ from their parents.

- A. educator B. educate
educative D. education

Câu 11: Birth control methods have _____ women from the endless cycle of childbearing and rearing.

- A. freed B. freely
D. freedom

Câu 12: In some most Asian countries women are undervalued and they never have the same _____ as men.

- A. status B. formality
basis D. limit

Câu 13: Because of heavy rain, the game was _____ for a few days.

- A. set up B. Taken out
put off D. gotten away

Câu 14: On 18 December 1979, the Convention on the Elimination of All Forms of Discrimination against Women was adopted by _____ United Nations General Assembly.

- A. the B. an
D. Ø

Câu 15: I cannot believe Peter and Mary _____ up last week. They have been married for almost fifteen years. I hope they get back together.

- A. looked B. went
D. gave

Câu 16: In our modern time, the _____ of women has shifted from homemaker to outside worker.

- A. role B. pay
D. period

Câu 17: ASEAN also works for the _____ of peace and stability in the region.

- A. promotion B. promote
promoter D. promotional

Câu 18: ASEAN was founded on 8

- Sts do exercises
- Teacher corrects
- Sts take notes

August, 1967 with five _____ :
Thailand, Indonesia, Malaysia,
Singapore, and the Philippines.

- A. leaders B. competitors
C. statesmen D. members

Câu 19: The Association of Southeast Asia which consists of 10 countries located in Southeast Asia was _____ on August 8, 1967 by Indonesia, Malaysia, the Philippines, Singapore, and Thailand.

- A. found B. founded
invented D. discovered

Câu 20: The aims of the Association of Southeast Asia include the evolvement of economic growth, social progress, cultural development among its members, and the promotion of regional peace.

- A. missions B. plans
organizations D. goals

Câu 21: _____, I will give him the report.

- A. Until he will return
returns

- C. No sooner he returns
will return

Câu 22: I have earned my own living _____ I was seven.

- A. since B. as soon as
when D. while

Câu 23: _____, Peter came to see me.

- A. While I was having dinner
having dinner

- C. When lam having dinner
having dinner

Câu 24: I am going to speak with the boss when the meeting _____.

- A. ends B. will end
would end D. is ending

Câu 25: One of ASEAN's objectives is

my email soon.

B. It was very kind of you when answer my email soon.

C. Because you answered my email soon, I thanked you.

D. It was very kind of you because answer my email soon.

Read the passage and choose the best answer from 31 to 35

Once there were lots of pandas in the mountains of Western China. Today they are becoming extinct. The reason is that they can't find enough food. Pandas eat bamboo leaves. They do not like another food. The bamboo grows very slowly. It can take ten years for a bamboo to grow from a seed to a big plant. Some types of bamboo have seeds only once every sixty years. Pandas must wait many years for their food to grow. While bamboo is growing, pandas do not have enough leaves to eat. Farmers are using more and more of the land on the mountain side to grow food for man. The farmers cut down the bamboo. Bamboo leaves become less plentiful. Pandas cannot find enough food to eat. They starve and die. China and World Wild Fund are trying to save the pandas. In 1979 they began to set up special parks where pandas live. One such park is the Wolong Reserve in Sichuan. The Wolong Reserve has highest number of pandas in the world. Scientists come here to study the panda's eating and mating habits. By learning more about the pandas habits, scientists can save it from extinction.

Câu 31: We could find a lot of pandas

A. in the mountains of Western China

B. in the national parks of the world

C. on bamboo trees

Western China

Câu 32: It takes a bamboo

- Sts do exercises
- Teacher corrects
- Sts take notes

(38) _____ she might feel differently now. Financially, she is no worse off (39) _____ before, as the cost of childcare and commuting exceeded her actual income. (40) _____ the government starts to give other tax incentives to working parents, she says she will not return to the workplace until her children are grown up.

Câu 36: A. friendship B. relationship
C. scholarship
membership

Câu 37: A. out B. in
D. up

Câu 38: A. up B. with
D. at

Câu 39: A. as B. so
D. then

Câu 40: A. Unless B. If
D. Even if

Choose the word which has the underlined part pronounced differently from the rest from 41 to 42

Câu 41: A. meets B. skills C. enjoys
D. lives

Câu 42: A. attended B. finished
washed D. passed

Read the passage and choose the best answer from 43 to 46

The extinction of a large number of different kinds of animals and plants has disastrous effects on the balanced ecosystem on our planet. Each year there are over 8,300 plant species and 7,200 animal species all over the world are endangered and many thousands of other species become extinct before biologist can identify them.

The main causes of species

- Sts do exercises
- Teacher corrects
- Sts take notes

extinction are habitat destruction, commercial exploitation and pollution. Nowadays many natural habitats are being seriously destroyed by the drainage of wetlands, deforestation, urbanization and road and dam construction. Additionally, since the 1600s worldwide commercial exploitation of animals for food and other products has endangered many rare species. Toxic chemicals in the air and land, contaminated water and increased water temperatures have also driven many species to the verge of extinction. Luckily, different conservation efforts have been made in order to save endangered species. The Red List- a global list of endangered and vulnerable animal species- has been introduced to raise people's awareness of conservation needs. Many governments have enacted wildlife laws and established many wildlife habitat reserves to protect many animal species from overhunting and commercial trade.

Câu 43: The number of species are threatened with extinction is over _____.

- | | |
|-----------------|------------------|
| A. 7,200 | B. 8,300 |
| 1,600 | D. 15,000 |

Câu 44: The natural environment in which a plant or an animal lives is called _____.

- | | |
|-------------------|----------------------|
| A. habitat | B. extinction |
| conservation | D. ecosystem |

Câu 45: Which of the following is NOT mentioned as a cause of habitat destruction?

- A.** The cutting of forests
- drainage of wetlands
- C.** Road and dam construction.
- Water pollution

Câu 46: The Red List in which many endangered and vulnerable animal

	<p>species are introduced aims to _____.</p> <p>A. protect animals from overhunting. B. make governments enacted wildlife laws. C. increase the awareness of wildlife conversation from people. D. establish more wildlife habitat reserves.</p> <p>Choose the word that has the main stress placed differently from that of the others. from 47 to 48</p> <p>Câu 47: A. technique B. decide farming D. receive</p> <p>Câu 48: A. struggle B. rubbish remote D. childbearing</p> <p>Mark the letter A, B, C, or D on your answer sheet to indicate the word(s) OPPOSITE in meaning to the underlined word(s) in each of the following questions. from 49 to 50</p> <p>Câu 49: They had the volume <u>turned down</u>, so I couldn't make out what they were talking about.</p> <p>A. reduced the noise noise C. limited the noise noise</p> <p>Câu 50: A new school has just been <u>set up</u> for the kids in the area.</p> <p>A. started B. established built D. demolished</p>
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VI. Comments

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Date of preparing:
Date of teaching:
Period: 102
Week: 34

REVISION FOR THE SECOND EXAMINATION

I. Objectives:

- By the end of the lesson, Ss will be able to review for the second term examination by doing exercises

II. Language content

- Guessing meaning in context, scanning for specific information and passage comprehension.

III. Techniques

- Communicative approach.

IV. Teaching aids:

- Board, chalks, textbook, handouts

V. Procedure:

Teacher's and students' activities	Content
<ul style="list-style-type: none"> - T hands out - Sts do exercises - Teacher corrects - Sts take notes 	<p>Choose the best answer to each of the following sentences.</p> <p>1. She takes the responsibility _____ running the household. A. in B. with C. for D. of</p> <p>2. I am thinking _____ my coming job interview. A. on B. in C. of D. for</p> <p>3. I'm sorry that I _____ to you for ages.</p>

- A. don't write B. didn't write
C. haven't written D. was writing
4. I haven't seen you lately. Where _____?
A. did you go B. have you gone
you staying D. are you staying
5. The academic year in England _____ into three terms.
A. divides B. is divided
C. are divided D. divide
6. In many western societies, good eye _____ is often highly appreciated.
A. attention B. contact
C. watching D. looking
7. The Chinese widen their eyes to politely express _____, whereas, the Europeans regard this expression as a sign of astonishment.
A. inattentive B. anger
C. untrustworthy D. respectful
8. Young people should respect for their ancestors and for _____ people.
A. older B. elder C. oldest D. elderly
9. If you _____ to go on at a university, you _____ pass the GCSE exam.
A. want/will B. want/must
C. had wanted/would D. wanted/would
10. The educational quality has been _____ improved. There are still many problems needing to be solved.
A. slowly B. slow C. fast D. quickly
11. I've just met Mary, _____ son studies at the same school as yours does.
A. who B. that C. whom D. whose
12. Do you think the coffee _____ is grown in the highland of Vietnam tastes better than that in the other areas?
A. which B. which it
C. where D. who
13. I had to finish my homework last night _____ I was really so sleepy.
A. despite B. in spite of
C. although D. because

14. Remember _____ your school certificates with you when coming to the interview.

- A. bring B. bringing
C. to bring D. of bringing

15. _____ a happy marriage should be based on love.

- A. I believe in B. I believe that
C. my belief is D. on my opinion,

16. Tom: "your hairstyle is terrific, Mary" –Mary: "_____."

- A. I think so
B. Why do you think so
C. Sorry, I don't like it
D. Thanks, that's a nice

complement

17. Tom: "Would you like something else?" –Lan: "_____."

- A. Yes, I like everything
B. That's all. Thank you
C. Two, please D. No, I wouldn't

18. Tim "I would like to see the doctor." –Jackie: "_____."

- A. I hope you feel better soon
B. It's hurt a lot
C. Near the station
D. Have you got an appointment?

Choose the word whose underlined part is pronounced differently from that of the rest.

19. A. high B. thought
C. though D. laugh

20. A. practises B. houses
C. clothes D. churches

21. A. rented B. skated
C. needed D. loved

22. A. cupboard B. luck
C. institution D. much

23. A. hear B. bear
C. beard D. near

Choose the underlined part that needs correcting.

24. You're a great dancer. I wish I could do as good as you do.

- Sts do exercises
- Teacher corrects
- Sts take notes

- Sts do exercises
- Teacher corrects
- Sts take notes

A B C D

25. Those who practise English every day will have more chances to pass the English test than other.

A B C D

26. One of the most important measures to be taken to promote the development of a country is to

A B

constant carry out economic reforms.

C D

27. Applicants are required to sit for the national entrance exam before admitting to higher education institutions

A B C D

28. According to some social studies, boys and girls mature 5 years earlier than people had 50 years ago.

A B C D

Read the following passage, then choose the correct answer to each of the questions

The system of USA education starts with twelve years of primary and secondary school education which the Americans have to follow. A secondary school ("high school") diploma or certificate is a compulsory requirement for the student to be able to enter college, university, vocational, secretarial or other professional and technical schools. American children who are around six years of age normally begin their learning at a primary school. It takes from five to six years to complete the primary schooling. After finishing the primary schooling, students will have to enter a secondary school where they may spend 6 or 7 year durations consisting of either two three-year programs, or a three-year and a four-year program. Schools at this level are known as Middle School or Junior High School and High or Senior High School. Completion of this stage is

- Sts do exercises
- Teacher corrects
- Sts take notes

called Twelfth Grade. International students are advised to find out which level of education in their country corresponding to the twelfth grade in the US.A.

After completing the twelfth grade, students are admitted to college or university for higher education. Study at a college or university leading to the Bachelor's Degree is known as "undergraduate" education. Study beyond the Bachelor's Degree is known as "graduate" school, or "postgraduate" education. Advanced or graduate degrees include law, medicine, M.B.A. (Master), and Ph.D. etc.

The USA has the highest number of educational institutions providing higher education than any other country. There are more than 3800 colleges and universities imparting degree programs. The size of US. higher educational institutions varies greatly, too, from colleges that enroll fewer than 1,000 students to large universities that enroll more than 50,000 students.

29. If a US. student wants to enter a vocational school, he/ she must

- _____.
- A. have at least 12 years of secondary schooling.
 - B. get a high school diploma
 - C. complete a senior high school without its certificate.
 - D. complete two four-year programs at secondary school.

30. Schools at secondary level consist of

- _____.
- A. Middle Schools and High schools.
 - B. Middle schools and Junior High schools.
 - C. High schools and Senior High schools.
 - D. Junior and Senior schools.

31. According to the text, graduate

- Sts do exercises
- Teacher corrects
- Sts take notes

students are those who _____.

A. graduated from a high school.
 B. are studying a college or a university.
 C. are pursuing a Master or Doctorate program at university.
 D. graduated from a college or a university.

32. If you want to study a Master program, you _____.

A. must be a undergraduate student.
 B. must get a Bachelor diploma.
 C. must finish 'graduate' program.
 D. must complete a Bachelor program at university.

33. According to the text, which statement below is TRUE?

A. The USA has the best education in the world.
 B. The number of the US. colleges and universities is higher than any other country.
 C. International students whose level of education corresponds to the 12th grade in the USA can apply for any programs in a US. university.
 D. International students are advised to apply for a US. high school before for a college.

34. According to the text, the size of an American college _____.

A. is much smaller than that of a US. university.
 B. is bigger than that of a US. university.
 C. always has fewer than 1,000 students.
 D. never has more than 1,000 students.

Read the following passage, then choose the correct answer for each of the blanks

A job interview is a chance for you to (35)_____ that you can satisfy all the requirements of the job you are (36)_____ for. That is (37)_____ it is essential to be well-prepared for the job interview. Preparing means knowing

about the industry, the employer, and yourself. It also means paying attention to details like personal appearance, (38)_____, and demeanor. Before the interview, you should gather (39)_____ information about the company and the employer as you can. Not only (40)_____ appear informed and intelligent but also you will make a decision if a job offer eventually made. You might also want to prepare for answering questions by listing some of your attributes. Remember that appearance is very important. Whether we like it or not, it is the first thing people notice about us. You should match your dress to employees in the workplace (41)_____ you are applying. You should come on time for the interview. (demeanour: way of behaving)

35. A. suggest B. prove
 C. offer D. recommend

36. A. applying B. asking
 C. begging D. requiring

37. A. when B. what
 C. how D. why

38. A. punctual B. punctuality
 C. on time D. punctuate

39. A. so much B. too much
 C. as much D. as many

40. A. you will B. you
 C. will you D. do you

41. A. that B. which
 C. in that D. where

Choose the correct answer to each of the following sentences.

42. There will be _____ university in _____ centre of Ben Tre Province in 2012.

A. an/a B. a/a C. a/the D. the/the

43. _____ harder, you will not be able to study at higher education.

A. If you study B. Unless you study
 C. Unless studying D. Even if you study

- Sts do exercises
- Teacher corrects
- Sts take notes

44. _____, tuition free here are quite low and stable.

A. Although the increasing of goods prices

B. Despite the increasing of goods prices

C. Because the increasing of goods prices

D. Because of the increasing of goods prices

45. Working as a doctor would be a fascinating job because I would have a chance to take care of people's health.

A. look after B. pay attention to

C. focus on D. heal

46. A survey was made to determine their attitudes towards love and marriage

A. correct B. resolve

C. know D. choose

Which sentence is closest in meaning to the root one?

47. "I'll give you a new bike if you pass the GCSE exam." said his mother.

A. His mother promised to give him a new bike if he passes the GCSE exam.

B. His mother promised to give him a new bike if he passed the GCSE exam.

C. His mother promised that she will give him a new bike if he passes the GCSE exam.

D. His mother promised of giving him a new bike if he passed the GCSE exam.

48. Both men want to remain silent.

A. Neither men want to speak.

Neither men wants to speak.

C. Either men don't want to speak.

D. Either men doesn't want to speak.

49. It is possible that some of the students saw the exam paper.

A. The exam paper can be seen by some of the students.

B. The exam paper may have been

- Sts do exercises

- Teacher corrects

- Sts take notes	seen by some of the students. C. The exam paper should have been seen by some of the students. D. The exam paper is possibly seen by some of the students. -----THE END-----
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VI. Comments

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Date of preparing:
Date of teaching:
Period: 103
Week: 34

REVISION FOR THE SECOND EXAMINATION

I. Objectives:

- By the end of the lesson, Ss will be able to review for the second term examination by doing exercises

II. Language content

- Guessing meaning in context, scanning for specific information and passage comprehension.

III. Techniques

- Communicative approach.

IV. Teaching aids:

- Board, chalks, textbook, handouts

V. Procedure:

Teacher's and students' activities	Content
- T hands out - Sts do exercises - Teacher corrects - Sts take notes	Choose the word whose underlined part is pronounced differently from that of the rest 1. A. <u>justice</u> B. <u>culture</u> C. <u>rule</u> D. <u>product</u> 2. A. <u>roles</u> B. <u>countries</u> C. <u>wives</u> D. <u>enterprises</u> 3. A. <u>average</u> B. <u>age</u>

- Sts do exercises
- Teacher corrects
- Sts take notes

- C. marriage D. shortage
 4. A. discriminated B. believed
 C. combined D. controlled
 5. A. Asian B. victims
 C. disaster D. Malaysia

Choose the best option to complete these following sentence.

6. Peter asked me _____.
 A. what time the film starts
 B. what time does the film start
 C. what time did the film start
 D. what time the film started
7. You have been driving all day. You _____ be very tired.
 A. must be B. can be
 C. ought to be D. may be
8. I last saw him when I was student.
 A. I have seen him since I was a student
 B. I haven't seen him since I was a student.
 C. I didn't see him when I was a student.
 D. I haven't seen him when I was a student.
9. The Association of Southeast Asia which consists of 10 countries located in Southeast Asia was _____ on August 8th, 1967 by Indonesia, Malaysia, the Philippines, Singapore, and Thailand.
 A. invented B. found
 C. discovered D. founded
10. Are you going _____ your study after you finish high school ?
 A. on B. off
 C. after D. away
11. Thanks to the women's liberation, women can take part in _____ activities.
 A. socialize B. social
 C. society D. socially
12. The bigger the supermarket is, _____.
 A. the choice is wide
 B. the wider the choice it is.
 C. the wider the choice is.
 D. the more the choice is
13. As television programs become more

popular, they seem to get worse.

A. The most popular television programs become, the worst they seem.

B. The more popular become television programs, the worse they seem.

C. The more popular television programs become, the worse they seem.

D. The popular television programs, the worse they seem.

14. During his childhood, his family lived in London.

A. When he was a child, his family lived in London.

B. When he was children, his family lived in London.

C. During he was a child, his family lived in London

D. When he was childhood, his family lived in London

15. What does "www" _____ for? Is it short for "world wide web?"

A. point

B. stand

C. sit

D. lie

16. Tom : " Shall we go to the dancing hall tonight? " – Mary :

" _____ "

A. Yes, let's B. Yes, we shall.

C. Yes, please. D. Yes, we go

17. Sue. "Could you pass the salt?" - Ken. " _____ "

A. Certain!

B. That's right!

C. Certainly!

D. Well!

18. The song has _____ been selected for the 22nd Sea Games, Vietnam.

A. official

B. officer

C. office

D. officially

19. "Mr. and Mrs. Foster finally saw a football game."

- " _____ they ever _____ a football game before?"

A. Didn't / see B. Wasn't / seen

C. Weren't / seen D. Hadn't / seen

20. _____, give her this map of the city.

- A. When Mr. Leat's wife arrived
- B. When Mr. Leat's wife will arrive
- C. When Mr. Leat's wife arrives
- D. When is Mr. Leat's wife arrived

21. Southeast Asia is a region of diverse cultures.

- A. respected
- B. same
- adopted
- D. various

22. Upon returning from the class,

_____.

- A. the mail box had a letter in it.
- B. a letter was in the mail box.
- C. he found a letter from the mail box.
- D. a letter was found in the mail box.

23. People speak English all over the world.

- A. All over the world speaks English.
- B. English all over the world is spoken.
- C. English is spoken by all over the world.
- D. English is spoken all over the world.

24. People say that Mary is a good worker.

- A. It is said to be a good worker.
- B. Mary is said to be a good worker.
- C. Mary is said that she is a good worker.
- D. Mary is said that to be a good worker.

25. Peter : - " Would you mind if I used the phone ?" - Tom : " _____ "

- A. That's OK
- B. You're welcome
- C. No, of course not
- D. Sure. Here you are.

26. Will the girl who has taken my bag by mistake bring _____ ?

- A. it back to me
- B. it to me back
- C. back it to me
- D. back to me

27. During the flood, Army helicopters came and tried to evacuate _____ injured.

- A. Ø
- B. a
- C. the
- D. an

28. That play was _____ for her to see again.

- A. enough interesting

- Sts do exercises
- Teacher corrects
- Sts take notes

- B. too interesting
 C. interesting enough
 D. so interesting
29. The Boeing 747 is twice _____ the Boeing 707.
 A. bigger than B. as big as
 C. as bigger as D. more bigger than
30. Tom : "I've passed my driving test"
 - Mary : - " _____ "
 A. It's nice of you to say so
 B. Do you?
 C. That's a good idea
 D. Congratulation !
31. My problems are getting _____.
 A. bader and bader
 B. more and more bad
 C. worse and worse
 D. the worse and worse.
32. No sooner _____ than the rain came.
 A. had we started B. we started
 C. as we started D. we had started
33. The 22nd SEA Games consisted of athletes from eleven _____ countries.
 A. participation B. participate
 C. participant D. participating
34. You have got a scholarship; You are luckier _____.
 A. than I do B. as I do
 C. than I have D. than I am
35. You fail to hear what someone says to you, so you say, " _____ ?"
 A. Pardon B. Pardon me
 C. Forgive me D. Excuse me

Choose the correct word for each of the blanks from.

- Sts do exercises
- Teacher corrects
- Sts take notes

Once there were lots of pandas in the mountains of western China. Today, they are _____ (36) extinct. The reason is that they can not find enough food. Pandas eat _____ (37) leaves. They do not like another food. The bamboo grows very slowly. It can take

- Sts do exercises
- Teacher corrects
- Sts take notes

dirty mark, the worse it looked.

- A. the worse B. that
 C. to remove D. looked

Choose the correct answer to each of the questions.

WOMEN

In developing countries, where three fourths of the world's population live, sixty percent of the people who can't read and write are women. Being illiterate doesn't mean they are not intelligent. It does mean it is difficult for them to change their lives. They produce more than half of the food. In Africa eighty percent of all agricultural work is done by women. There are many programs to help poor countries develop their agriculture. However, for years, these programs provided money and training for men.

In parts of Africa, this is a typical day for a village woman. At 4:45 a.m, she gets up, washes and eats. It takes her a half hour to walk to the fields, and she works there until 3:00p.m. She collects firewood and gets home at 4:00. She spends the next hour and a haft preparing food to cook. Then she collects water for another hour. From 6:30 to 8:30 she cooks. After dinner, she spends an hour washing the dishes and her children. She goes to bed at 9:30 p.m.

International organizations and programs run by developed nations are starting to help women, as well as men, improve their agricultural production. Governments have already passed some laws affecting women because of the UNO Decade for Women. The UNO report will affect the changes now happening in the family and society.

46. By whom (what) was the Decade for Women organized?

- A. by the United Nations

- Sts do exercises
- Teacher corrects
- Sts take notes

Organization.
 B. by developing countries.
 C. by the World Health Organization.
 D. by many African countries.

47. Why do people say women produce more than half of the food in Africa?
 A. because 60 percent of women are illiterate.
 B. because 80 percent of all agricultural work is done by women.
 C. most women are not intelligent.
 D. all are correct.

48. Why do people say that African women's lives are hard?
 A. Because these women are busy with housework..
 B. Because they work all day in the fields.
 C. both A and B are correct.
 D. Because they are illiterate.

49. A typical African woman spends _____ collecting firewood every day.
 A. 3 hour B. 2 hours
 C. 1 hours D. 4 hours

50. Which of these statements is NOT TRUE ?
 A. Women's roles in the family and society are changing nowadays.
 B. It is difficult for women to change their lives because of their illiteracy.
 C. In the past only men in poor countries got benefit from many international programs.
 D. Because they are illiterate women are not intelligent.

 -----**THE END**-----

VI. Comments

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Date of preparing:

Date of teaching:

Period: 104

Week: 35

REVISION FOR THE SECOND EXAMINATION

I. Objectives:

- By the end of the lesson, Ss will be able to review for the second term examination by doing exercises

II. Language content

- Guessing meaning in context, scanning for specific information and passage comprehension.

III. Techniques

- Communicative approach.

IV. Teaching aids:

- Board, chalks, textbook, handouts

V. Procedure:

Teacher's and students' activities	Content
<ul style="list-style-type: none"> - T hands out - Sts do exercises - Teacher corrects - Sts take notes 	<p>Choose the word whose underlined part is pronounced differently from that of the rest</p> <p>1. A. advanced B. composed C. appalled D. bared-teeth</p> <p>2. A. philos<u>o</u>sopher B. oppo<u>n</u>ent</p>

- Sts do exercises
- Teacher corrects
- Sts take notes

- Sts do exercises
- Teacher corrects
- Sts take notes

C. water-polo D. proposal

3. A. chew B. Synchronize

C. childbearing D. charity

Circle the word whose stress is placed differently from that of the rest.

4. A. vulnerable B. sociable

C. intellectual D. aerial

5. A. wilderness B. gorilla

C. penalty D. habitat

Choose the best option to complete these following sentences

6. The more we learn, _____

A. we become wiser.

B. wiser we become.

C. we become wise.

D. the wiser we become.

7. The crash resulted _____ the deaths of 10 passengers.

A. to B. at C. into D. in

8. The more he tried to help her, _____ she seemed to appreciate it.

A. the less B. the lesser

C. less D. lesser

9. This is a valuable book. You _____ look after it carefully and you _____ lose it.

A. needn't/ must B. must/ mustn't

C. mustn't/ must D. must/ needn't

10. The water was cold, _____ I didn't go swimming.

A. However, B. Therefore,

C. but D. so

11. Most of them will be jobless when the Games are over.

A. fascinating B. odd

C. tempting D. unemployed

12. You should _____ your best clothes for the interview.

A. put on B. wash up

C. go on D. take after

13. I can't find my book anywhere; I _____ it at home.

A. must have been leaving

B. must leave

C. must be leave

- Sts do exercises
- Teacher corrects
- Sts take notes

- D. must have left
14. "When can you come?" - "I'll come as soon as _____ my work."
 A. I finished B. I will finish
 C. I've finished D. I'd finish
15. A situation in a game when two teams have the same scores is called "_____".
 A. Penalty B. Foul
 C. Opponent D. Tie
16. Because of an accident, my train was delayed for several hours.
 A. looked after B. held up
 C. turned off D. tried out
17. _____ is the act of preventing something from being lost, wasted, damaged or destroyed.
 A. Biodiversity B. Conservation
 C. Extinction D. Habitat
18. We have kept this seat for you. It's _____ comfortable chair we have.
 A. much too B. the most
 C. the very much D. the more
19. Please _____ this form and post it.
 A. turn on B. fill in
 C. look up D. give up
20. This woman has _____ her whole life to helping others.
 A. initiated B. appalled
 C. appealed D. dedicated
21. I understand your point of view. _____ I don't agree with it.
 A. Therefore, B. However,
 C. Although D. Because
22. I'll come to see you before I _____ for the United States.
 A. am leaving B. have left
 C. will leave D. leave
- Choose the underlined part that needs correction**
23. The two children tried as hardly as they could to bring about a reconciliation between their parents.
 A. to bring about B. hardly

- Sts do exercises

- Teacher corrects
- Sts take notes

C. children D. between
 24. Endangered species are plant and animal species which is in danger of extinction.

- A. is B. extinction
 C. danger D. Endangered

25. The more the relative humidity reading rises, the worst the heat affects us.

- A. rises B. The more
 C. affects us D. the worst

Read and then choose the correct option to complete each blank

Books are written to provide knowledge and good books enrich the mind. By putting ourselves under the influence of superior mind, we _____(26) our mental powers. _____(27) good books, we learn that people everywhere are the same, in all ages, and in all places. This knowledge improves our love of others and helps us to live in peace with them. We also recognize that the world was made not only for man alone but for every creature _____(28) can feel hunger and thirst, warmth and cold.

Though it may be possible for us to travel _____(29) the world and see the things happening today, it is not possible for us to see the things that happened in the past. But good books _____(30) us to see not only into the most remote regions of the world today, but also into the world in which our ancestors lived.

26. A. improve B. set
 C. accelerate D. move
 27. A. Through B. By
 C. On D. At
 28. A. whose B. in which
 C. that D. why
 29. A. throughout B. over
 C. on D. through
 30. A. make B. help

- Sts do exercises
- Teacher corrects
- Sts take notes

- Sts do exercises
- Teacher corrects
- Sts take notes

C. let

D. suggest

Read and then choose the best answer

The planet Earth is 4,600 million years old. It is difficult for us to think about such an enormous length of time because it has little meaning for us. We can, however, simplify the idea to make it more understandable. We can compare the planet Earth to a person of forty-six years of age.

Nothing is known about the first seven years of this person's life. Very little information exists about the middle period either. It was only at the age of forty-two that the Earth began to flower.

Dinosaur and great reptiles did not appear until one year ago, when the planet was forty five. Mammals only arrived eight months ago. In the middle of last week, man-like apes became ape-like men and became communicate with each other. Last weekend, the Ice Age covered the Earth.

Modern man has only been around for four hours. During the last hour man discovered agriculture. The industrial Revolution and the rise of large cities began just sixty seconds ago.

During that short time, modern man has made a rubbish tip of the Earth. In one minute, he has increased his numbers to terrible proportions and has caused the death of hundreds of species of animals. He has robbed and destroyed the planet in his search for fuels. Now he stands, like a violent, spoiled child, delighted at the speech of his rise to power, on the edge of the final mass destruction and of killing all the life which exists in the solar system.

31. The passage tells us that

A. a great deal is known about how the Earth was created.

- Sts do exercises
- Teacher corrects
- Sts take notes

- Sts do exercises
- Teacher corrects
- Sts take notes

B. life on Earth began relatively recently.

C. more is known about the first part of the Earth's life than the middle part.

D. scientists are well-informed about the middle part of the Earth's life.

32. We are informed by the author that

A. the dinosaurs appeared during the middle period.

B. mammals and great reptiles both appeared at the same time.

C. there were more than forty five kinds of great reptiles.

D. ape-like men appeared before the last Ice Age.

33. The author is mainly interested in

A. the time when man first evolved from apes.

B. what has happened since the Industrial Revolution.

C. the affects of farming.

D. the period before the last Ice Age.

34. It would appear that the main danger ahead is that _____

A. man will destroy everything on Earth.

B. man will use up all the fuel.

C. there will be a population explosion.

D. more species of animal may die out.

35. The author's general view of man seem to be that _____

A. he has no right to be so destructive.

B. he has been the most successful animal.

C. he will be able to control the environment.

D. he has learned a lot from past mistakes.

- Sts do exercises
- Teacher corrects
- Sts take notes

Choose the sentence that is similar to the root one

- 36.** You needn't type this letter now.
 A. This letter needn't be typed now.
 B. This letter now needn't type.
 C. This letter needn't to be typed now.
 D. This needn't be typed letter now.
- 37.** Although it was cold and rainy, we managed to go to class in time.
 A. Because it was cold and rainy, we managed to go to class in time.
 B. It was cold and rainy, but we managed to go to class in time.
 C. It was cold and rainy, so we managed to go to class in time.
 D. It was cold and rainy and we managed to go to class in time.
- 38.** How well he studies depends on how hard he studies.
 A. He studies harder and harder.
 B. The harder he studies, the worse he studies.
 C. The harder he studies, the better he studies.
 D. He studies better and better.
- 39.** As I get older, I want to travel less.
 A. The more I get old, the less I want to travel.
 B. The older I get, the less I want to travel.
 C. I'm getting older and older, so I don't want to travel more.
 D. I don't want to travel because of my old age.
- 40.** Parking is not allowed here.
 A. You shouldn't park here.
 B. You don't park here.
 C. You mustn't park here.
 D. You needn't park here.

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

VI. Comments

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Date of preparing:
Date of teaching:
Period: 105
Week: 35

THE SECOND EXAMINATION

